

AFEHRI File 19-11-4

Research Materials/Source Documents
PERSONNEL

FILE TITLE: History of Enlisted Professional Military Education

Reviewed by:

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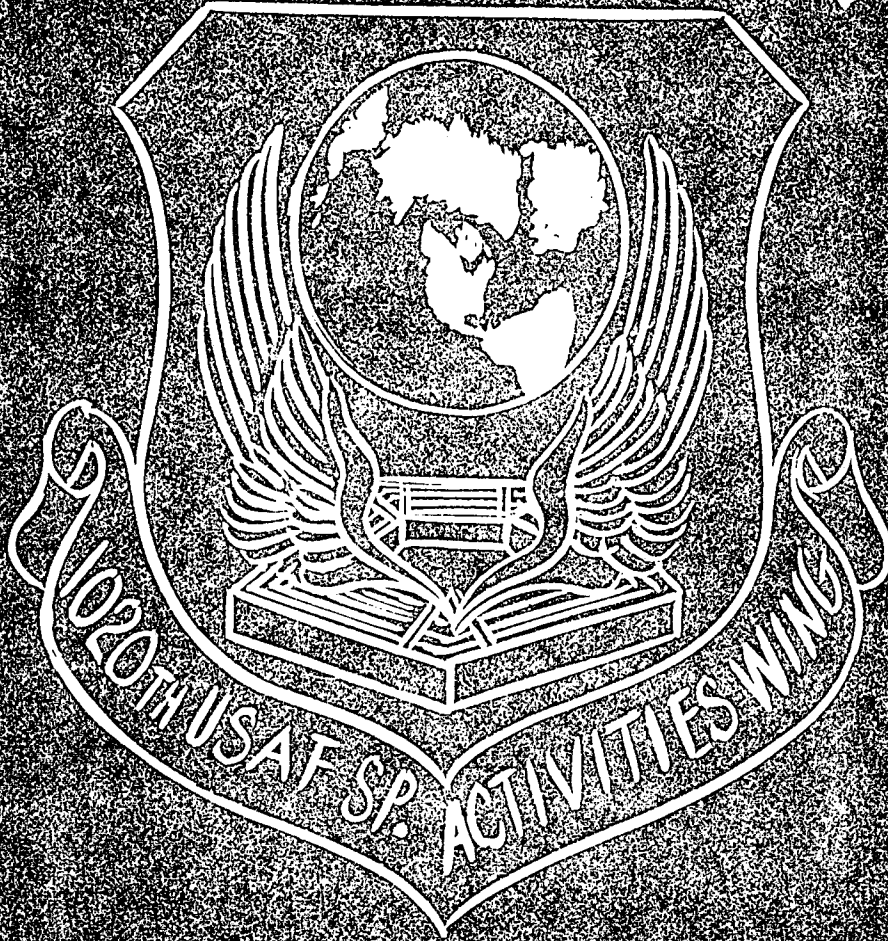
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Director
Air Force Enlisted Heritage Research Institute

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HISTORY

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Wing NCO Prestige Program

A committee appointed to study ways to improve the stature and responsibility of the non-commissioned officer corps met at Fort Myer on 8 June 1954 to discuss the local problem and make recommendations for Wing action. The program for enhancement of NCO prestige was receiving attention Air Force wide, and was being given special emphasis by Headquarters Command. The Wing committee was composed of nine non-commissioned officer members, three of whom were WAF.

After reviewing Air Force Regulation 39-6, "Responsibility of Non-Commissioned Officers," 21 April 1953, and evaluating various suggestions received from other NCOs of the command, the committee made a number of recommendations:

"a. That reveille be discontinued for all non-commissioned officers on the premise that a good beginning in timely execution of their responsibilities would be to allow them to arrive at their place of duty on schedule without the necessity of requiring a 'pinprick' to assure promptness on the job.

"b. Discontinuance of quarters inspection for NCOs except for mandatory monthly inspections. This suggestion is advanced with the fact in mind that unit commanders reserve the right to withdraw this privilege from individual NCOs who evidence need of such quarters inspection.

"c. Where at all feasible, private rooms be provided for Master Sergeants; also for other non-commissioned officers - if housing space permits. It is realized that present quarters in this Wing give equal billeting privileges to all ranks, but this recommendation is made with an eye on service-wide barracks housing.

"d. The granting of separate rations and quarters privileges to all single Master Sergeants - if they so desire.

"e. Provide separate tables in the dining hall clearly marked 'NCOs Only,' and when practical, provide for separate mess lines for NCOs. Require the Food Service Supervisor to enforce this distinction between the junior airmen and the top three grades.

"f. Non-commissioned officers be excused from all squadron duties except in a supervisory capacity -- make the lower ranks do all the extra details so they may look forward to attaining the NCO ranks for its prestige and privileges instead of just for the monetary gain.

"g. Provide a separate and distinctive uniform for the first graders.

"h. Assign jobs that are within the scope of the meaning of 'NCO' duty. Current feeling among the NCO ranks is that there are many junior commissioned officers in positions which could be efficiently filled by top graders.

"i. Review basic training procedures to ensure that new recruits are given the proper indoctrination regarding the respect due to, and the responsibility and prestige of the NCO.

"j. Give NCOs the privilege of cashing checks without the counter-signature of a commissioned officer. This may be a small matter, but in this small matter the Air Force can show in deeds instead of words that it has faith in the judgment, integrity, and character of its NCO personnel.

"k. Pay first three graders alphabetically by rank.

"l. Make all NCO Clubs -- NCO Clubs! Bar the lower tanks from its membership.

"m. Indoctrinate junior commissioned officers in the meaning of the word 'non-commissioned officer' so that they will give their full support and belief in the statements and decisions rendered by their NCOs. At present it is strongly felt that too many junior commissioned officers lack the qualities and trust and faith in their non-commissioned officer. Let the Air Force make the old saying, 'The NCO is the backbone of the service,' a reality instead of another cliché."

The committee recommended that, if some of their suggestions could not be placed in force for all non-commissioned officers, they at least be made applicable to all Master Sergeants.

The committee's report ended with an expression of the sincerity and objectivity of the committee and a rather plaintive hope for "topside" ACTION, instead of words:

When this committee assembled, it sincerely applied itself to the task of compiling different ideas, suggestions, complaints, and comments from the NCOs of this Wing. It operated on the theory that the Air Force was concerned about the progressive decline of its NCO corps, and that it would act vigorously in putting into practice and enforcing any constructive suggestions made by committees of this nature. Thus, this committee has tried to be objective in its discussion, always keeping in mind the desire of the Air Force to strengthen the leadership, responsibilities, and enhance the prestige of its non-commissioned officers.

Members of this committee met skepticism of Air Force aims when they sought out personnel for ideas to implement Air Force Regulation 39-6. This skepticism can be condensed into this -- when the USAF recognizes the worth and ability of the NCO in its structural set-up, then, and only then, will the airmen feel that they have something to gain in respect, responsibility, and privilege of being an NCO. But first the 'topside' must display action instead of words. This committee feels that it has done its duty at this level, and as individual NCOs they are ready to help enforce any implementation of the above suggestions. We feel positive action by the Air Force on this matter will sweep away skepticism and set off a chain-reaction from 'topside' to the lowest level, thus gaining an overall improvement for the Air Force in general. 25

A number of the committee's suggestions were adopted. Some were not feasible, and some were too general for action.

Discontinuance of reveille for non-commissioned officers was held in abeyance pending decision on whether or not it should be

²⁵ Report of NCO Committee to Wg Comdr, 12 Jun 53, Subj: "Implementation of Air Force Regulation 39-6"

discontinued for all grades. At the direction of the Wing Commander, reveille was discontinued for all airmen on 14 September 1953. Although Wing histories do not disclose the actual date reveille was initiated as daily procedure, it was decreed by the previous commander soon after his assumption of command in May 1952. It had long been bitterly attacked by airmen of all grades and was considered contributory to low morale.

Plans were made for the establishment of a separate dining area for non-coms in the Wing Dining Hall, to be opened on 28 January 1954. Seating in the NCO area would be optional with the individual non-commissioned officer. The NCO area would boast cloth-covered tables and tray clearance as niceties of table service. A separate mess line for non-coms was not practical because of the large number of airmen served in the dining hall.

Master sergeants only were excused from all squadron duties, but the privilege of cashing checks without counter-signature of a commissioned officer was extended to all NCOs by the Fort Myer (South Area) Post Exchange. Paylines were set up to pay non-coms alphabetically by rank ahead of airmen of the lower grades.

Another privilege accorded was the assignment to non-coms of preferred parking spaces in the residence hall area. On review of the parking situation, it was determined that of 159 parking

spaces available to the Wing, 46 spaces were considered mandatory slots for operating requirements: staff, government vehicle storage and 20/30 minute spots. This left a total of 113 spaces, which divided among squadrons (including the 2044th) according to NCO strength. Squadron commanders were allocated spaces for assignment to personnel within their units.

NCO Leadership School

The most important phase in the Wing NCO prestige program was the development of an NCO Leadership School. During December the Wing Personnel Officer accumulated material, developed a curriculum, procured instructors and laid other plans for a 40-hour course of instruction (4 hours a day for 10 days.) Arrangements were made for use of a classroom in the South Area Information & Education Building (T-604, Army) for conduct of classes.

The stated objectives of the school were to:

- a. Acquaint the senior NCO with the supervisory responsibilities which are inherent with his rank, and to equip him with the knowledge and techniques he must possess to execute these responsibilities.
- b. Improve the status of the senior NCO and his value to the Air Force, by re-establishing him as an aggressive, effective leader, willing and capable of assuming his proper role in the administration and operation of assigned functions.
- c. Provide the non-commissioned officer with an approach to the solution of those problems encountered in leadership.
- d. Prepare the non-commissioned officer to project more effectively his queries, recommendations, and solutions, while administering personnel management.
- e. Develop command voice and bearing.

f. Foster a willingness to accept responsibility.

g. Instruct²⁶ those essential techniques utilized to train personnel.

The curriculum was set up to include these subjects:

| | |
|---|-----------|
| Essentials of Leadership | - 5 hours |
| Drill & Command | -11 hours |
| Military Law | - 4 hours |
| Air Force Writing, Public Speaking & Expression | -14 hours |
| Counseling (lecture by Chaplain) | - 1 hour |

Instructors in all subjects except Military Law were chosen from among qualified non-commissioned officers (overhead and from Bolling I & E). The Assistant Judge Advocate, Headquarters Command, agreed to instruct in military law. It was proposed to secure guest speakers from George Washington University, Headquarters USAF, and other sources to add interest and variety to the course.

Criteria for selection of students were:

1. Grade of Master Sergeant, or...
2. Technical Sergeants approved by the Wing Hq.
3. Supervisor of 3 or more personnel.
4. Minimum of 12 months retainability in the USAF.
5. Duty AFSC or 70 or 71 level.
6. Not awaiting issuance of TDY, PCS, leave or other reassignment orders which would become effective during the period of the school.
7. Not undergoing or awaiting court-martial or sentence.

Senior master sergeants would be accorded the opportunity to attend the school; junior master sergeants and others would be selected for attendance.

A trial run of the course, to be presented to interested group and squadron officers, was scheduled to begin 11 January 1954. The

²⁶ Syllabus on NCO Leadership School, Document 13.

pilot course was for the purpose of detecting and correcting any weaknesses of presentation or subject matter, eliciting constructive criticisms and suggestions, and affording experience to the instructors.

Target date for the first course for NCOs was 15 February 1954. Fifteen airmen, to include WAF, would be scheduled for each course. The school would run continuously on an indefinite basis.

Airman Activities

The Chaplain's Office of the Wing undertook a Christmas-season project of inter-service and community relations in the sponsorship of a Joint Services Chorus presentation of Handel's "Messiah."

Rehearsals got underway at Fort Myer on 6 October, and the "Messiah" was presented at the South Area Theater on 13 December.²⁷

The Joint Services Chorus consisted of approximately 84 voices, and included the Wing Choralairs, Pentagon Choral Club, military personnel of Fort Myer, Quarters "K," U. S. Navy, and Walter Reed Army Medical Center & Hospital, as well as dependents of area military personnel and civilian employees of Fort Myer and the Pentagon.

Four professional soloists were selected from among chorus members for the solo parts. Airman First Class Arlo C. Deibler, of the Wing Chaplain's Office, directed the production. The official U. S. Army Band orchestra provided the symphonic accompaniment. The Air Force Symphony was requested, but was unable to meet the request.

²⁷ Official program for the "Messiah," Document 14.



HEADQUARTERS, 1020 TH USAF SPECIAL ACTIVITIES WING

NCO Leadership School

FORT MYER (SOUTH POST)

ARLINGTON 8, VIRGINIA

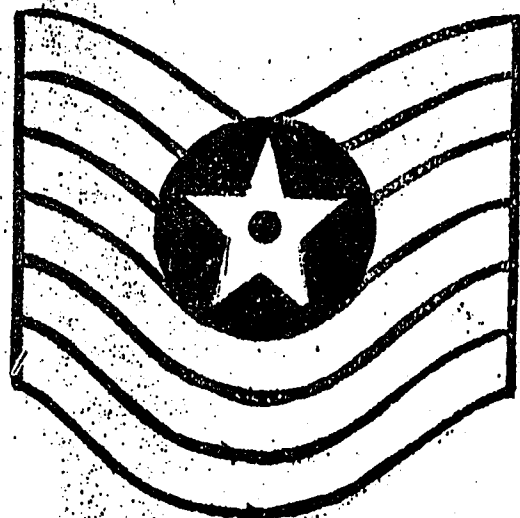


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INTRODUCTION

The NCO by tradition and custom has been regarded as the backbone of every military organization. For centuries his role was the practical execution of approved policy and doctrine. This concept was accepted and understood by all, including non-commissioned officers and their commanders. As General Vandenberg stated "During World War II however that conception lost much of its accuracy, not because the meaning was no longer true, but because of rapid advancement to the NCO grades and because of the frequent failure of inexperienced officers to appreciate the possibilities of an able, loyal group of leaders within the enlisted ranks." Compounding this initial failure of acceptance of the concept has been the ever increasing complexity of weapons employed by the Air Force. Complex weapons and intricate equipment demand extra skills and competency of their operators. This is a real challenge which the Air Force has met to a great extent by establishing scientific procedures for the identification of aptitudes and the training of potentially qualified people. Emphasis has been placed on technical skill through the airman career program as the vehicle for attaining higher grades and pay. High level skills are necessary to the effective operation of a military arm such as the Air Force which has an increasingly high requirement for complex equipment and technically trained personnel.

Perhaps in our zeal to approach administrative and technical perfection, we have somehow de-emphasized the human equation. We go all out in testing, classifying, and properly assigning airmen, and

having done that, promote them as quickly as possible to NCO rank. When the airman reaches that once exalted category, however, we appear to be more concerned about his technical utilization and increased skill potential than we are about his ability to lead, supervise, and train others in a military sense. We tend to perpetuate this fallacy by failing to accord him the privileges which were once inherently a part of being an NCO. Method of payment in order of rank, for instance, was once visible evidence of the extra status and prestige of higher rank. That method has been sacrificed to the idol of administrative convenience and economy. This example is symptomatic of a trend toward impersonality and a reverence for business methods even though they may be in direct opposition to long established and proved military concepts. "The answer to these problems of command will not always be found in the blind acceptance of commercial practices. Consideration must ever center on the military structure itself and its reason for existence coupled with the end product it is required to deliver on call."¹

Positive evidence of the determination of the Air Force Chief of Staff to return to the traditional NCO concept was his decision in March of 1952 to limit the NCO structure to the top three pay grades which reduced the NCO group to 30% of the entire airman complement. Prior to that time 70% of the airmen in the Air Force held NCO rank. At the same time he indicated his conviction that utilization of the NCO is a continuing and pressing function of command by saying, "We are going to strengthen that leadership in the best meaning of the word by every possible means."

¹ "The Missing Link in our Military Chain of Command"-Cook (Thesis, Air War College, 1949).

OBJECTIVES

The objectives of the NCO School are to:

- a. Acquaint the senior NCO with the supervisory responsibilities which are inherent with his rank, and to equip him with the knowledge and techniques he must possess to execute these responsibilities.
- b. Improve the status of the senior NCO and his value to the Air Force, by re-establishing him as an aggressive, effective leader, willing and capable of assuming his proper role in the administration and operation of assigned functions.
- c. Provide the non-commissioned officer with an approach to the solution of those problems encountered in leadership.
- d. Prepare the non-commissioned officer to project more effectively his queries, recommendations, and solutions, while administering personnel management.
- e. Develop command voice and bearing.
- f. Foster a willingness to accept responsibility.
- g. Instruct those essential techniques utilized to train personnel.

LEADERSHIP AND COMMAND DEPARTMENT

ESSENTIALS OF LEADERSHIP

5 Hours

The leadership course in the NCO School includes five hours devoted to the study of leadership. The entire course is conducted in classroom conference and in practical classroom work. Introduction

to leadership is presented in such a way as to give a broad scope of the general phases of the course. Later conferences are devoted to the psychological aspects of leadership, development of personality, personal adjustment, character of the leader, objectives of the leader, and leader-subordinate relations. The overall objective of the leadership training is to acquaint the NCO with his responsibilities as a leader and to demonstrate the various tools available to accomplish the task of leading. The student will become more aware of the various refinements that can be used in accomplishing the everyday tasks of the NCO in his unit.

DRILL AND COMMAND

11 Hours

Drill and Command consists of an 11 hour course of instruction in which the classroom hours allotted are used in the discussion of the theory of drill and command, wearing the uniform, awards and decorations, drill definitions, types of commands, steps in marching, and courtesies and customs of the Service. Other hourly requirements will be used for practical application of drill discussed in the classroom. Coach and pupil method is utilized, whenever applicable for the material given. Training in drill and command is designed to bring specific points to the students' attention and to refresh the memory of all in the method of handling troops. The fact that the NCO is to make on-the-spot corrections is stressed to the finest degree. Proper voice control and execution of commands will be emphasized. It has been found that many NCOs lack experience and training in Drill and Command.

MILITARY LAW

4 Hours

This course is designed primarily to indoctrinate the non-commissioned officer on the Uniform Code of Military Justice, which includes composition, classification, jurisdiction, and procedures of Courts-Martial; the preparation and action on different types of charges; and the opportunity to observe an actual courtroom demonstration.

AIR FORCE WRITING, PUBLIC SPEAKING AND EXPRESSION

14 Hours

Air Force Writing consists of instruction in the correct usage of grammar, sentence structure, and types of sentences, development of ideas, punctuation, and supporting material. Instruction in Public Speaking and Expression leads to the fundamentals of self-confidence and command voice. In this part of the course, the non-commissioned officer will be familiarized with the basic methods of expression, public speaking techniques, logical preparation, methods of research, and the presentation of appropriate topics before all types of groups. Actual classroom participation by the students will be emphasized.

LECTURE BY CHAPLAIN

1 Hour

The lecture which will be delivered by the chaplain, contains a brief history of Chaplaincy. An explanation of AFR 165-3, "Chaplain Activities," will be given to the students of the NCO School and a discussion will help to understand the problems of a chaplain. Topics of this discussion will deal with the subject "What is a good counsellor" and "The NCO and his responsibility in meeting the

problems of the airman."

SELECTION OF STUDENTS

The Wing Commander will select the best qualified NCOs for this school. Priority will be given to NCOs who meet the following requirements:

- a. Grade of M/Sgt, or
- b. T/Sgts approved by this headquarters;
- c. Presently supervising three (3) or more personnel;
- d. Have a minimum of twelve (12) months' retainability in the USAF.
- e. Have a present duty AFSC of "70" or "71" level.
- f. Not awaiting issuance of TDY, PCS, leave, or other reassignment orders which would become effective during the period of the school.
- g. Not undergoing or awaiting court-martial or sentence thereof.

COMMAND EMPHASIS

Every day we are faced with new problems of expanding our operations with limited manpower. The accomplishment of our mission is further limited by the shortage of qualified supervisory personnel. Only the most effective management practices by all supervisory personnel at all levels of command will enable us to function at absolute peak efficiency. To insure success of the program, it is necessary that each commander:

- a. Select the best qualified non-commissioned officers to attend this course.

b. Delegate to the NCO the maximum responsibility and authority for the detailed supervision required in carrying out his day-to-day duties, responsibilities, and supervision of subordinates.

c. Demand from the non-commissioned officer the maximum performance in management and supervision, commensurate with his qualifications, grade and job assignments.

d. Provide the non-commissioned officer with necessary backing to enforce his lawful orders given in executing his supervisory responsibility.


e. Indoctrinate each officer regarding his command policy, and vigorously pursue all actions within its intent.

The training given the NCO is wasted if his increased capability and willingness to assume responsibility are not fully exploited by his unit commander and officer supervisors after he returns to his job. To this end, command emphasis of the program must be strong and thorough and must carry through all levels.

REFERENCES

| | | |
|-----------|---------|--|
| AF MANUAL | 11 - 3 | "Guide for Air Force Writing" |
| AF MANUAL | 35 - 15 | "Air Force Leadership" |
| AF MANUAL | 50 - 14 | "Drill and Ceremonies" |
| AF REG | 35 - 8 | "Salutes, Honors, and Precedence" |
| AF REG | 39 - 6 | "Responsibilities of Noncommissioned Officers" |
| | | "Airman's Guide" |
| | | "Manual for Courts-Martial, United States, 1951" |

INDEX OF ATTACHMENTS

- Attachment I - Class Schedule
 - Attachment II - Sample Letter of Notification for M/Sgt's with less than two years in grade; T/Sgt's and S/Sgt's
 - Attachment III - Sample Letter of Notification for M/Sgt's with two years or more in grade
 - Attachment IV - Sample Letter of Notification for Completion of NCO School
 - Attachment V - Sample Diploma of NCO Leadership School
 - Attachment VI - Course outline for "Leadership and Drill"
 - Attachment VII - Course outline for "Principles of Effective Speaking and Writing"
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NCO SCHOOL
HEADQUARTERS
1020TH USAF SPECIAL ACTIVITIES WING
FORT MYER (SOUTH AREA)
ARLINGTON 8, VIRGINIA

CLASS SCHEDULE

First Day

0800 - 0850 - Drill
0900 - 0950 - Leadership
1000 - 1050 - Speech
1100 - 1150 - Air Force Writing

Second Day

0800 - 0850 - Drill
0900 - 0950 - Guest Speaker
1000 - 1050 - Law (Military)
1100 - 1150 - Law (Military)

Third Day

0800 - 0850 - Drill
0900 - 0950 - Leadership
1000 - 1050 - Law (Military)
1100 - 1150 - Law (Military)

Fourth Day

0800 - 0850 - Drill
0900 - 0950 - Leadership
1000 - 1050 - Speech
1100 - 1150 - Air Force Writing

Fifth Day

0800 - 0850 - Drill
0900 - 0950 - Address by Chaplain
1000 - 1050 - Speech
1100 - 1150 - Air Force Writing

Sixth Day

0800 - 0850 - Drill
0900 - 0950 - Leadership
1000 - 1050 - Speech
1100 - 1150 - Air Force Writing

Seventh Day

0800 - 0850 - Drill
0900 - 0950 - Drill
1000 - 1050 - Air Force Writing
1100 - 1150 - Speech

Eighth Day

0800 - 0850 - Drill
0900 - 0950 - Leadership
1000 - 1050 - Speech
1100 - 1150 - Speech

Ninth Day

0800 - 0850 - Drill
0900 - 0950 - Drill
1000 - 1050 - Speech
1100 - 1150 - Speech

Tenth Day

0800 - 1200 - Guest Speaker
and
Graduation Exercises

A ten (10) minute break will be observed after each fifty (50) minutes of instruction.

Classes will be conducted in the I&E Center. Students should report at approximately 0755 hrs. The I&E Center (South Area) is in Building T-604, located at the end of the street on which post office and gas station are situated.

Adequate parking space is available. For further information call ext. 852/3.

Attachment I

(SAMPLE LETTER OF NOTIFICATION)

(M/Sgt's w/less than 2 yrs in gr., T/Sgt's and S/Sgt's)

HEADQUARTERS
1020TH USAF SPECIAL ACTIVITIES WING
Fort Myer (South Area)
Arlington 8, Virginia

SAWL2

29 April 1954


SUBJECT: Selection for NCO School Attendance

THRU: Immediate commissioned supervisor

TO: M/Sgt John Jones
AF 000000
Hq, 1120th Support Group
Fort Myer (South Area)
Arlington 8, Virginia

1. You have been selected to attend the 1020th USAF Special Activities Wing NCO School with the class beginning 11 May 1954.
2. Our NCO School was developed under the impetus currently being given Air Force-wide to the build-up of NCO responsibility and prestige. We have designed a well-rounded refresher course for our NCOs, with special emphasis on the leadership phase. I believe you will find the subjects offered interesting and beneficial.
3. Classes will be held in Building T-604 (South Area) in accordance with the inclosed schedule.

1 Incl:
NCO School Schedule


ROBERT E. WHITE
Colonel, USAF
Commander

Attachment II

SAMPLE LETTER OF NOTIFICATION

(M/Sgt's w/2 yrs or more in grade)

SAW12
SAW12

DATE

SUBJECT: Non-Commissioned Officers School

THRU: Immediate commissioned supervisor

THRU: Immediate commissioned supervisor

TO: M/Sgt John Doe, AF 000 000
2044th AACB Squadron
Fort Myer (South Area)
Arlington 8, Virginia

1. In line with the USAF program for increasing the responsibility and prestige of its non-commissioned officers, the 1020th USAF Special Activities Wing has developed an NCO School as refresher training for all NCOs assigned or attached.

2. As a senior NCO, you have an opportunity to participate in this training. Because of your length of service and experience, I believe that your attendance at this school will aid in the development of junior non-coms and help to insure the future success of the USAF program.

3. Classes in this course begin 11 January 1954; they will be held in Building T-604 (I&E Building), South Area. A schedule is attached. Request you reply through your squadron commander indicating whether or not you desire to attend the course.

1 Incl:
NCO School Schedule

ROBERT E. WHITE
Colonel, USAF
Commander

Attachment IV
Attachment III

Attachment V

NO Leadership School



HEADQUARTERS
1020TH USAF SPECIAL ACTIVITIES WING
FT. MYER (SOUTH AREA) ARLINGTON 8, VIRGINIA

This is to certify that

M/Sgt JOHN C. DOAKES, AF CO 123 456

HAS SUCCESSFULLY COMPLETED THIS COURSE FROM

1 March 19 54 TO 15 March 19 54

ROBERT E. WHITE
COLONEL USAF
COMMANDER

LEADERSHIP & DRILL

| | | |
|----------------|-----------------------------------|--|
| HOUR # 1 | (DRILL) <u>OBJECTIVE:</u> | Introduction and Drill Test To motivate students and find out their drill knowledge and to familiarize them with the course. |
| HOUR # 2 | (LEADERSHIP) <u>OBJECTIVE:</u> | Introduction to Leadership To introduce students to course and familiarize them with the obligations imposed by leadership. |
| HOUR # 3 | (DRILL) <u>OBJECTIVE:</u> | Critique of Test To explain answers to questions on test; grading system and to point out common errors airmen make on test and drill field. |
| HOUR # 4 | (LEADERSHIP) <u>OBJECTIVE:</u> | Responsibility of Command; Mission; and Team Membership To develop in the student a responsibility for command to familiarize him with the importance of mission and membership in relation to leadership. |
| HOUR # 5 & 6 | (DRILL) <u>OBJECTIVE:</u> | Basic Movements To demonstrate and explain the various movements from halt and marching position. |
| HOUR # 7 & 8 | (DRILL) <u>OBJECTIVE:</u> | Basic Movements To give students an opportunity to march and drill the squad and flight and to develop their command voice. |
| HOUR # 9 | (LEADERSHIP) <u>OBJECTIVE:</u> | Application of Leadership Principles By reviewing film students will appreciate and understand some of the applications of principles in leadership problems. Students will be assigned problems in leadership. |
| HOUR # 10 | (DRILL) <u>OBJECTIVE:</u> | Movements and positions of the Flight and Squadron To familiarize students with the proper positions of flight and squadron officers and NCO's and some of the movements that are accomplished by the flight and squadron. If permits formal parades will be explained. |
| HOUR # 11 | (LEADERSHIP) <u>OBJECTIVE:</u> | Review and Discussion To summarize main points previously covered by answering students questions. Class discussion on problems assigned will give students possible solutions. |
| HOUR # 12 & 13 | (DRILL) <u>OBJECTIVE:</u> | Squad and Flight Drill To give students an opportunity to practice movements and cultivate the command voice. |
| HOUR # 14 & 15 | FINAL TEST <u>OBJECTIVE:</u> | LEADERSHIP and DRILL To answer any questions students may have; administer final examination on course to help arrive at numerical grade. |

Attachment VI

NCO SCHOOL
HEADQUARTERS
1020th USAF SPECIAL ACTIVITIES WING
FORT MYER (SOUTH AREA)
ARLINGTON 8, VIRGINIA

COURSE OUTLINE
LEADERSHIP & DRILL

| | | |
|--------------|-----------------------------------|---|
| HOUR # 1 | (DRILL) <u>OBJECTIVE:</u> | Introduction and Drill Test To motivate students and find out their drill knowledge; and to familiarize them with the course. |
| HOUR # 2 | (LEADERSHIP) <u>OBJECTIVE:</u> | Introduction to Leadership To introduce students to course and familiarize them with the obligations imposed by leadership. |
| HOUR # 3 | (DRILL) <u>OBJECTIVE:</u> | Critique of Test To explain answers to questions on test; grading system and to point out common errors airmen make on test and drill field. |
| HOUR # 4 | (LEADERSHIP) <u>OBJECTIVE:</u> | Responsibility of Command; Mission; and Team Membership. To develop in the student a responsibility for command and to familiarize him with the importance of mission and team membership in relation to leadership. |
| HOUR # 5 & 6 | (DRILL) <u>OBJECTIVE:</u> | Basic Movements To demonstrate and explain the various movements from a halt and marching position. |
| HOUR # 7 & 8 | (DRILL) <u>OBJECTIVE:</u> | Basic Movements To give students an opportunity to march and drill the squad and flight and to develop their command voice. |

PRINCIPLES

of

EFFECTIVE SPEAKING AND WRITING

(Course Outline and Notebook

Attachment VII

The PURPOSES of the course are

- (1) To familiarize you with some of the fundamentals of effective speaking and writing
- (2) To give you the opportunity to observe and participate in the application of those fundamentals
- (3) To familiarize you with the sources to which you may go if you desire to continue your study of speech and writing after the completion of this course
- (4) To help you develop self-confidence in your ability to speak and write effectively

The CONTENTS of the course include

| | page |
|--|------|
| 1st Session (lecture-discussion) | 4 |
| Orientation | |
| Grammar and Punctuation | |
| Research - Foundation of Good Speaking and Writing | |
| 2nd Session (lecture-discussion and drill)..... | 5 |
| Types of Material Used to Support Ideas | |
| Speech preparation | |
| 3rd Session (drill and lecture-discussion) | 6 |
| Class Talks | |
| Organization of Ideas | |
| Speech preparation | |
| 4th Session (drill and lecture-discussion) | 7 |
| Class Talks | |
| Self-confidence, Voice, and Body | |
| Speech preparation | |
| 5th Session (drill and lecture-discussion) | 8 |
| Class Talks | |
| Sentence Composition and Revision | |
| 6th Session (drill and lecture-discussion) | 9 |
| Paragraph Composition and Revision | |
| The Military Report | |
| Report preparation | |
| 7th Session (drill) | 10 |
| Class Reports | |

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Since the Air Force is faced with the greatest potential loss of personnel since 1945, recruiting policies have been improved at all command levels of the 21st Air Division. Base Regulation 39-4, 24 November 1953, established a standard reenlistment program for all organizations at Forbes Air Force Base. Under the provisions of the directive, the Base Recruiting Officer has become responsible for the supervision of the base recruiting office and reenlistment program at this station. He shall also give all possible assistance to the organizational reenlistment programs. Unit commanders are responsible for the reenlistment program within their individual organizations. They shall insure that each airman eligible for reenlistment is interviewed at least four times before his date of separation is due.

43

Further, action has been taken to insure that all non-commissioned officers are fully aware of the task that lies before them. With fewer personnel, it has become necessary to train newly assigned men rapidly and thoroughly. A base management course has been initiated to instruct all key enlisted personnel in supervi-

difference. But, to continually reverse decisions after establishing a set pattern hurts no one but the airman to be promoted. Always a difficult problem within any command, promotion policies should be published and enforced by the 21st Air Division and the Base Personnel Office. Leniency and loose interpretations should not be accepted as it accomplishes nothing other than being a morale disturbing factor. The above statement is that of the historical office, and will not be attributed to any organization, unit, or agency within the 21st Air Division.

43. History, 21st ADiv and 815th AB Gp, Dec 53. Base Historical Files.

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sory matters. Secondly, the non-commissioned officer course has⁴⁴ been inaugurated to emphasize leadership and management. This course, which has met with great success at Forbes Air Force Base, has been accepted as the basis for the Non-Commissioned Officers' Academy at March Air Force Base, California. The initial objective of the academy will be to reinstate the senior non-commissioned officer as a leader, not to teach the junior airman how to become one. Further objectives of the academy will be: to provide thorough training for all NCO supervisory personnel; emphasize the position and prestige of the NCO; foster initiative; and to develop military bearing, forcefulness, and self-confidence in⁴⁵ the non-commissioned officer student.

In consonance with Major General Walter C. Sweeney's letter of 9 January 1954 which requested that each commander select the best qualified non-commissioned officers to attend the Non-Commissioned Officers' Academy, Colonel Albert J. Shower, 21st Air Division Commander, personally interviewed the outstanding non-commissioned officers recommended to him by unit commanders. Of the numerous non-commissioned officers interviewed for possible at-

44. Histories, 21st ADiv and 815th AB Gp, Sep through Dec 53. Base Historical Files.

45. Under proposed regulations by Headquarters SAC, all academies will be under the operational control of the numbered Air Force Headquarters, or under the Air Division so designated. The staff agency that will monitor the activities of this function will be the Directorate of Personnel at the numbered Air Force Headquarters. See Draft Form of Regulation 50-, Hq SAC, 2 Jan 54; Supplements I, II, III, and IV to Draft Form of Regulation 50-, Hq SAC, 2 Jan 54. Exhibit 33.

tendance at this academy, only seven positions were available for
21st Air Division personnel.⁴⁶

The instructors chosen for appointment to duty with the Fifteenth Air Force Non-Commissioned Officers' Academy, were chosen on the basis of attendance of a military management school, qualified by virtue of civilian training, or previous military experience in the field of management, education, or training.⁴⁷

The 21st Air Division recruiting analysis and survey was conducted during January. This survey, which has been established to determine reasons enlisted personnel are not reenlisting to fill their own vacancies at Forbes Air Force Base, questioned personnel of the 55th and 90th Wings and the 815th Air Base Group. Results for January 1954 indicated the following data:

- a. A total of 105 enlisted personnel were interviewed. Of these, 21 had intentions of reenlisting within their own vacancies. Five of those interviewed indicated that they would reenlist within 90 days of separation. A total of 79 airmen indicated that they would not reenlist in the Air Force.
- b. Personnel interviewed ranked as follows: five master sergeants, 10 technical sergeants, 59 staff sergeants, 23

46. Ltr, Maj Gen Sweeney to Brig Gen Caldara, "Noncommissioned Officers' Academy," 9 Jan 54. Exhibit 34.

47. Draft Form of Regulation 50-, Hq SAC, 2 Jan 54; Supplements I, II, III, and IV to Draft Form of Regulation 50-, Hq SAC, 2 Jan 54. See Exhibit 33.

D R A F T

SAC REGULATION)
NUMBER 50-)

HEADQUARTERS STRATEGIC AIR COMMAND
Offutt Air Force Base, Omaha, Nebraska
2 January 1954

TRAINING

Non-Commissioned Officer Academies

1. PURPOSE. To provide for the establishment and operation of NCO Academies within the Strategic Air Command.
2. SCOPE. This regulation is applicable to the 2nd, 8th and 15th Air Forces and the 7th Air Division.
3. GENERAL. In recognition of the need for more effective utilization of non-commissioned officers, academies established under the provisions of this regulation will be designed to:
 - a. As the initial objective, reinstate the senior NCO as a leader, not to teach the junior NCO how to become one.
 - b. As a longer range objective, provide thorough training for all NCO supervisory personnel.
 - c. Emphasize the position and prestige of the NCO.
 - d. Foster initiative in the NCO.

e. Reestablish through the exercise of leadership, command and traditional customs and courtesies, the esprit-de-corps requisite to an effective NCO corps.

f. Develop willingness to accept responsibility, particularly with regard to the training, career progression, and general welfare of subordinates.

g. Develop in the NCO student, military bearing, forcefulness and self-confidence.

4. RESPONSIBILITIES.

a. The numbered Air Force Commanders and the Commander of the 7th Air Division (reference paragraph 2 above) are charged with the establishment and maintenance of NCO Academies in accordance with the provisions of this directive. To assure the success of such a program, those commanders must stimulate active interest both in the NCO's to be trained and in the subordinate commanders who must select the personnel for training and effectively utilize the graduate. Operational control of the Academies will be exercised by the numbered Air Force Headquarters. This responsi-

bility will not be redelegated.

- b. Staff responsibility for NCO Academy matters at Headquarters SAC, Headquarters 7th Air Division and at numbered Air Force level will be charged to the Director of Personnel.
- c. The NCO Academy Commandant will assume the responsibilities and duties specified by the Commander of the numbered Air Force and as delineated by this regulation.
- d. The responsibilities and duties of the Academy faculty and administrative staff will be as prescribed by the Academy Commandant.
- e. The Commander of the base on which the Academy is situated will provide billeting, messing and logistic support. Billeting and messing facilities must be of the highest standard, separate from other base personnel, providing the greatest possible degree of privacy and comfort. The prestige of the NCO student must be continually emphasized and he must be afforded all the privileges to which senior NCO personnel are entitled.
- f. Commanders at all levels are charged with the proper selection of top supervisory NCO's to attend the NCO Academy. They are also respon-

sible for the development of NCO interest in the Academy through careful student selection and by adequately recognizing and utilizing the Academy graduate.

5. OPERATING PROCEDURES.

a. One NCO Academy will be established in each of the commands specified in paragraph 2 above. Each Commander will determine the location (subject to the approval of this headquarters), based on such factors as the availability of facilities, accessibility (travel costs), etc. Academy Commandants and staff will be selected from personnel resources available to the command concerned. It is desirable that instructors be either (1) graduates of military management school or an NCO school in which management training was a major subject, or (2) qualified by virtue of civilian training in the fields of Education or Management. Personnel of units assigned directly to this headquarters (other than those specified in paragraph 2 above) will attend the academy nearest to them; direct communication between such units and the commander of the appropriate numbered Air Force headquarters is authorized for the purpose of obtaining student quotas.

5th Air Division personnel will attend the 7th Air Division Academy;

spaces will be obtained directly from Headquarters 7th Air Division.

b. Three classes, each of four weeks duration, will be conducted during each of the first three calendar quarters. Two classes will be conducted during the last quarter, October - December. Leaves of Academy staff members will be so arranged as to not interfere with normal operation of the Academy.

c. A minimum of 50 and a maximum of 60 students will be assigned to each class.

d. Further detailed instructions will be furnished by supplements to this regulation.

6. ACADEMIC STANDARDS. Standards of academic performance and personal behavior will be established by the Academy Commandant. Students will be eliminated for academic deficiency or failure to adhere to the established code of conduct. Procedures for effecting such elimination are listed in supplement IV to this regulation.

7. RECORDS AND REPORTS.

a. Appropriate records will be maintained and will reflect the status of each student at all times. Records will be accessible to the student and he should be kept informed of his progress and must be advised of any specific deficiency.

b. Upon completion of the course, a letter indicating satisfactory completion and relative class standing will be forwarded to the student's commander.

c. A diploma, SAC Form _____, will be presented to all graduates.

d. No recurring reports are required by this regulation.

8. SUPPLEMENTS. In the interest of economy, all supplements to this regulation will be treated as individual publications and will remain in effect, regardless of their specific dates, or the date of this regulation, until such time as they are individually superseded or rescinded. They also will be individually indexed in SAC Regulation 5-2.

D R A F T

SUPPLEMENT III

SAC REGULATION)

NUMBER 50-)

HEADQUARTERS STRATEGIC AIR COMMAND
Offutt Air Force Base, Omaha, Nebraska
January 1954

TRAINING

Non-Commissioned Officer Academies Student Selection Criteria

1. PURPOSE. To provide standardized criteria for selection of students to attend SAC NCO Academies.
2. SCOPE. This directive is applicable to selection of students for attendance at all SAC NCO Academies.
3. GENERAL. Each Commander will select the best qualified NCO's to attend the NCO Academy in the following priority:
 - a. First Sergeants
 - b. M/Sgts in direct support areas (Direct support areas are those in which the result of or lack of proper supervision will reflect immediately and directly on the ability of SAC to accomplish its mission) assigned duties which require that they supervise 3 or more personnel.
 - c. M/Sgts in other areas assigned duties which require that they supervise 3 or more personnel.

d. T/Sgts in direct support areas assigned duties which require that they supervise 3 or more personnel, only after all of priority a and b are trained.

e. Other NCO's only after priorities a, b, c and d are trained.

4. PREREQUISITES FOR SELECTION.

- a. Fall within one of the priorities shown in paragraph 3 above.
- b. Career minded.
- c. Performing duty in an advanced (7) level AFS.
- d. Six months experience in SAC (May be waived if necessary to follow priorities shown in paragraph 3 above).
- e. Not awaiting issuance of TDY or PCS orders which would become effective during the period of TDY to the NCO Academy.
- f. Minimum character and efficiency ratings of excellent.
- g. Not undergoing or awaiting court martial or sentence thereof.

5. PERSONAL AND FAMILY HARDSHIP. Because attendance means separation from family it is essential that care be exercised in selection of students to assure that minimum personal and/or family hardship is imposed.

ence book written specifically for the military supervisor, possess the several important advantages. It would:

1. Standardize management and supervisory practices at all command levels throughout the Air Force
2. Serve as a convenient reference book for helping to solve everyday problems and to answer subordinate's questions
3. Present under one cover in a clear, concise, and orderly manner, the techniques and concepts of supervision
4. Save a great deal of time in looking up answers to questions and problems that arise in everyday operations
5. Help to keep fresh in the supervisor's mind the management material presented in the Primary Management Course
6. Serve as a continual supervisory training program that is always kept current
7. Give both the supervisors and the supervised a sense of security and feeling that Air Force management practices are not ambiguous or subject to change without notice, and that the Air Force does have a definite management policy in writing
8. Enable supervisors to make more uniform decisions in identical cases

Private industry has put much time, money and effort into publishing a supervisor's manual for issuance to all of their supervisory personnel. Those companies which do issue manuals, and they are in the majority, are very emphatic in proclaiming the value of the supervisor's manual as one of the necessary tools to effective management and efficient operation.

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SECTION FOUR

Establishing A Centralized Supervisory Training School For Noncommissioned Officers of the Air Force

Large, industrial concerns like Esso Standard Oil, International Harvester and General Motors, have established centralized training schools where a variety of training courses are conducted. As in the Air Force, most of these courses conducted within the central-

ized training systems found in private industry are concerned with the technical training field. However, unlike the Air Force, private industry has found it profitable to conduct supervisory training for its lower level supervisors at these centralized schools.

The third phase of this projected supervisory training program for Air Force supervisors in general, but noncommissioned supervisors in particular, has to do with the establishment of a centralized supervisory training school for noncommissioned officers. While the first and second phases of this overall training program for Air Force supervisors (first phase--changes and additions to the present USAF Primary Management Course; second phase--creation of a supervisor's manual) deals with supervisory training for all Air Force management levels, the third phase, which will be discussed in this section, involves only the training of noncommissioned officers. It is this phase of the projected program which will be of the greatest value, not only to the noncom because it is designed specifically for him, but to the Air Force as well, as this phase is concerned with the systematic training of a level of command by which great efficiencies can be initiated and realized. The establishment of this particular phase will not only boost the moral of the first supervisory level and of the airmen with whom the noncom deals directly, but it will open the door to more effective Air Force administrative and operating procedures than was realized ever existed at the lower levels of command.

On the following pages the general outline of the proposed centralized training school for noncommissioned supervisors will be unfolded. In some cases, data concerning the proposed school will be specific, in most cases however, due to the exigencies of time the

data will be general. To devise a program such as this in exact detail would require months of combined effort and action. However, the basic considerations contained in this proposal are presented forthwith.

Name of the School - "The Noncommissioned Officers Supervisor Training School" would be an appropriate name for this contemplated school. This school would be a career type of school, the only one for noncommissioned officers, and would be modeled to a great extent as far as administration and operation was concerned after the Air Tactical School for Junior Air Force officers.

Purpose - The purpose of this school is to provide practical and academic instruction for key noncommissioned officers of the Air Force in current supervisory techniques and practices in order to make them more efficient in carrying out their assigned duties and responsibilities as supervisors.

Aims

1. To increase the prestige and morale of the noncommissioned officers and airmen
2. To keep management procedures standardized throughout the Air Force
3. To provide operating efficiencies at the first and second levels of supervision
4. To provide a nucleus of trained N.C.O.s which would be available for assignment to:
 - a) Air ROTC duty
 - b) National Guard duty
 - c) Air Reserve duty
 - d) USAF Primary Management Course as instructors
 - e) Air Force recruiting duty
5. To foster closer cooperation, coordination and communication between command levels
6. To provide a trained force of N.C.O.s capable of promotion into the officer ranks in time of emergency

Length of Course - A course of twelve weeks duration should be sufficient to cover the material to be presented in this supervisory program. Approximately 400 hours of instruction would be included in the twelve weeks. This would average out to thirty-four hours of instruction per week. Four courses with one week in between classes could be presented annually.

Selection for Attendance - Quota for attendance to the school would be allotted among commands based upon the number of assigned N.C.O.s. The commands in turn would set a quota for attendance among their various bases again, basing it upon the number of N.C.O.s assigned. A selection committee composed of from three to five officers (including the base

classification officer) would be appointed on each Air Force base to select the noncommissioned supervisors from that base which would be eligible to attend the Supervisory School. The noncoms so selected would be informed of their selection one month prior to the starting date of the class which they are to attend. The selection of these noncommissioned officers to attend the school would be based primarily on the following seven points:

1. Possession of an AGCT score of 110 or better
2. Graduation from the USAF Primary Management Course
3. Rank as staff sergeant or above
4. Important supervisory responsibilities at the time of appointment or possible promotion to a key supervisory position upon graduation from the Supervisors School
5. Willingness to remain in the service for a stipulated amount of time after completing the school
6. Excellent overall service record
7. Expressed request by the candidate to attend subject school

Assignment - Noncom will be assigned to the Supervisors School on temporary duty and upon completion of assignment will return to his permanent duty station.

Class Size - Because of the existence of a large backlog of untrained noncommissioned supervisors (due to the cancelling of the air mechanics and other specialist ratings), the classes would have to be of a relatively large size. Each class should be composed of approximately 400 N.C.O.s, divided into quarters of 100 (like the Air Tactical School) for purposes of administration and instruction. Flaring on four classes a year, that would mean 1,600 key noncoms would be trained in supervisory techniques per annum.

Monitoring Command - Inasmuch as most of the enlisted training in the Air Force is conducted by the Air Training Command it would be logical to place this projected training program under the same command. Besides providing the Air Force with the bulk of its technically trained personnel, the Air Training Command is responsible for induction training of the Air Force recruit and for officer candidate training for those airmen aspiring to commissioned status. To this extensive enlisted training program of the Air Training Command, the proposed Noncommissioned Officers Supervisory Training School would be a welcomed addition, for it would fill a noticeable void in an otherwise well rounded training program.

Instructor Personnel - In keeping with foreman training methods found to be successful in private industry and with the methods employed by the Army in its "Leaders Course," the personnel used as instructors for this course should be selected from supervisors of line activities at lower levels of the organization. Thus instructors for this course should be, as far as possible, noncommissioned officers and preferably noncoms of the first three grades. In this way the in-

structors would have actual experience in the supervisory level about which they were instructing and hence do a much better job in presenting the material at the level at which it should be presented.

It should not be a problem to find qualified N.C.O. instructors in the Air Force inasmuch as there are approximately 420 noncoms who possess master degrees, 1,323 who hold B.A. or B.S. degrees and 21,170 who have attended college for one year or more.² Out of this number of noncoms who have been exposed to or completed work at higher education levels, plus the hundreds or thousands of other noncoms who by self-education and/or experience have become proficient as instructors and managerial experts, there should be enough N.C.O. personnel from which to select a qualified staff of instructors for such a school.

Qualified officers and civilians could also be utilized as instructors to augment the N.C.O. teaching staff. Replacement instructors would be obtained from N.C.O.s who had previously graduated from the Supervisors School and who finished in the upper ten percent of their class.

Only those N.C.O.s, officers and civilians who had expressed a desire or volunteered to teach should be assigned as instructors to the Supervisors School.

Curriculum - The curriculum for this course has been devised after analyzing the content of the following courses and schools:

1. Supervisory training courses of various industrial concerns
2. USAF Primary Management Course
3. Senior Officers Military Management Course
4. Comptroller Course
5. Air Tactical School
6. Leaders Course (U.S. Army)

The suggested course content for the proposed Supervisors School has been adopted from the above programs. The course

² Appendix XIV.

has been divided into seven main divisions and the approximate number of hours devoted to each particular section follow the division titles. The scope of each of the seven divisions or main sections is listed below followed by a general subject outline of the curriculum.

1. Administrative Practices: Air Force practices, policies, customs and procedures which are of vital interest to the noncommissioned officer and in which the N.C.O. plays a vital part in effectively carrying out.
2. Leadership and Psychology: Takes into consideration the functions and responsibility of the noncoms as a leader; discusses the question of discipline and morale; presents a study of general psychology with emphasis on attitudes and personal adjustment.
3. Methods Improvements: Recognition and employment of techniques for identifying and eliminating the uneconomical employment of human effort, time, equipment and space.
4. Humanics: Elementary factors in human relations and management of people; basic procedures for efficient utilization of personnel; nature and principles of management; duties and responsibilities of the N.C.O. as a supervisor in regard to induction, grievances and general management of people.
5. Administrative Communication: Principles and types of organization; written and oral communication; giving orders and directions.
6. Instruction Methods: Training responsibilities of the N.C.O. as a supervisor; principles and techniques of training; methods of training; classroom management; instructional aids.
7. Conference Divisions: Problem solving and group discussions; public speaking; report writing; techniques of conference leading.

General subject headings under each of the above main divisions are outlined as follows:

1. Administrative Practices Approximately 60 hours
 - a. Duties and responsibilities of first level supervisors
 - b. Air Force publications
 - c. Courts-martial procedure and military law
 - d. Common Air Force reports and forms
 - e. Public relations
 - f. Personal affairs
 - g. Suggestion systems
 - h. Military courtesy
 - i. The Airman Career Plan
 - j. Ground safety
 - k. Cost control
2. Leadership and Psychology Approximately 45 hours
 - a. Role of the noncommissioned leader
 - b. Attributes of leadership
 - c. Leadership techniques

2. Leadership and Psychology (Continued) Approximately 45 hours

- d. Leader-subordinate relations
- e. Maintaining discipline
- f. Maintaining morale
- g. Psychological aspect of leadership
- h. Development of desirable attitudes
- i. Individual differences and group attitudes
- j. Personal adjustment
- k. Practical phase of this section to be given during the conference periods and will include: three speeches (5 minute impromptu, 15 minutes on subject of own choosing, 15 minutes on given subject) and the leading of one conference discussion period.

3. Methods Improvement Approximately 70 hours

- a. Introduction to work simplification
- b. Flow process chart
- c. Flow diagram
- d. Activity chart
- e. Operation analysis chart
- f. Motion Study
- g. Equipment utilization
- h. Work space layout
- i. Instituting a work simplification system
- j. Practical phase consists of work done in an adjoining methods improvement laboratory in which students are given real situations to correct and simplify and which involve the use of the various techniques and forms introduced during this phase of the school's program. Each noncom is given two or three situations to analyze and improve upon.

4. Humanics Approximately 60 hours

- a. Fundamentals of human relations
- b. Principles of management
- c. Unity of command
- d. Span of control
- e. Homogeneous assignment
- f. Delegation of authority
- g. Supervisory techniques
- h. Induction
- i. Handling grievances
- j. Practical phase for this section would include the solving of personnel problem case studies. Each student would be given six to eight cases to analyze and to recommend solutions in writing.

5. Administrative Communications Approximately 45 hours

- a. Principles of organization
- b. Organizational and functional charts
- c. Types of organization
- d. Planning
- e. Directing
- f. Coordinating

5. Administrative Communications
(Continued)

Approximately 45 hours

- g. Controlling
- h. Written expression
- i. Report writing
- j. Oral communications
- k. Giving orders and directions
- l. Practical phase given during the conference period in the form of speeches, conference leading and the writing of a twenty to thirty page report on a current Air Force problem.

6. Instruction Methods

Approximately 40 hours

- a. Training responsibility of the noncommissioned supervisor
- b. Principles and techniques of training
- c. Types of training situations
- d. Lesson development and planning
- e. Methods of instruction
- f. Lecture method
- g. Demonstration method
- h. Conference method
- i. Inductive and deductive teaching
- j. Classroom management
- k. Instructional aids
- l. Practical phase included in the conference work in the form of conference leading

7. Conference Division

Approximately 30 hours

All work given in this section would be of a practical nature. Students would be required to do the following to satisfy requirements of this division:

- a. Lead one conference
 - b. Give three speeches (5 minutes impromptu, 15 minutes on subject of own choosing, and 15 minutes on given subject)
 - c. Write a twenty to thirty page report on a current Air Force problem
 - d. Participate in conference discussions
- Oral and written requirements are to be concerned primarily with topics relevant to the field of Air Force supervision, leadership or management.

Examinations will be given on individual subjects from time to time throughout the course. Students will also be given a composite grade for each major section, and a final class standing will be computed for each individual.

A record of examination grades will be kept; a profile of the grades made in each division will appear on the academic report of

each student along with his class rank and a personal appraisal of the student. Copies of the academic report will be distributed to the Supervisory School, the headquarters of the command where the student is assigned and to the Wing Personnel Section of the air base where the student is assigned to duty.

The upper five percent of each graduating class would be awarded reserve officer commissions. This would provide a pool of experienced N.C.O.s who would be immediately available to fill the commissioned ranks in times of a national emergency.

The record that each student made while attending the N.C.O. Supervisory Training School would be entered on his service record. This entry should be given primary consideration when making all future promotions and assignments.

An appropriate certificate should be awarded to each noncom who successfully completes the course of instruction. A minimum of grade points would be required for successful completion of the Supervisory School.

SECTION FIVE Summary

The comprehensive supervisory training program which has been outlined on the preceding pages of this chapter is the result of combining the various management training programs currently given in the Air Force, the Leaders Course given at designated training centers in the Army, and the supervisory training programs conducted by some thirty-eight large American industrial firms.

Following the most usual supervisory training practices found in industry, this program consists of three training phases: the decentralized phase, the centralized phase, and the continuous

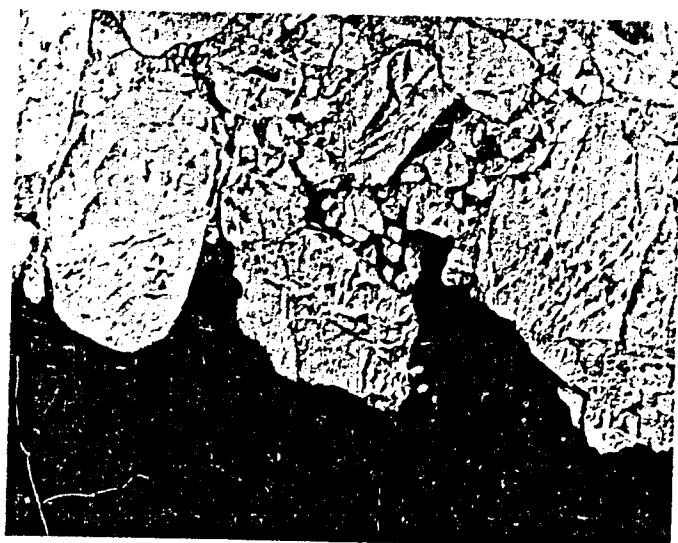
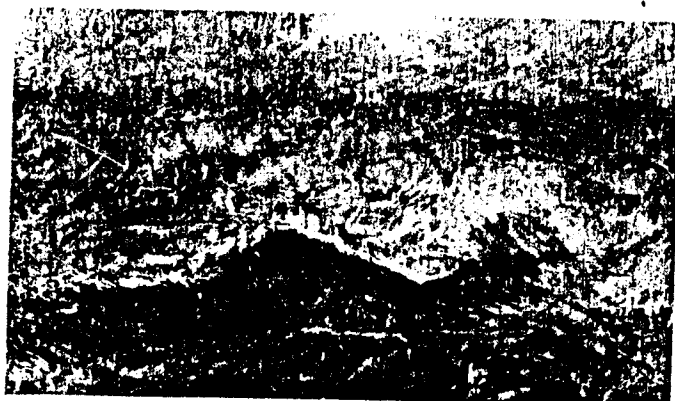
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SEPTEMBER - OCTOBER 1966

THE EVOLUTION OF NCO ACADEMIES

LIEUTENANT COLONEL ERNEST M. MAGEE

The backbone of the Army is the Noncommissioned Man

LATE IN the last century when Kipling penned this line, it served to emphasize the key role of the noncommissioned officer in the profession of arms. The line has been uttered down through the years, repeated ad infinitum by commanders and staff officers until it has achieved the dubious distinction of a cliché. And like most clichés, it has become a somewhat stale statement, used perhaps more often as a handy verbal crutch than as an honest assessment of the nco's worth.

Before World War II, the image of the army nco was not always a sparkling one, at least not in the eyes of the general public. To a great many people the term "nco" suggested a tough-talking, rough-acting, pear-shaped martinet whose mission in life appeared to consist of bellowing orders to hapless recruits. On the movie screen, Wallace Beery and others did nothing to destroy this image.

The coming of age of the airplane in World War II signaled a change in the nco corps within the air arm of the U.S. Army that is still evolving in today's Air Force. (Similar changes occurred, of course, in other branches of the Army, but this discussion is limited to the impact on Air Force personnel.) Literally overnight, hundreds of thousands of enlisted personnel, most of them new to military life, were thrust into assignments requiring a certain degree of technical know-how. The rapid expansion of military aviation at the same time created heavy demands for senior enlisted people who could accept enlarged areas of responsibility. A new breed of nco, spawned by rapid technical advances in a wartime situation, began to develop.

After the letdown following World War II, the fighting in Korea re-emphasized the critical need in the newly formed U.S. Air Force for enlisted personnel who could be

trained as middle managers to handle an ever increasing range of responsibilities. As time went on, the accelerated development of a family of powerful missiles, and then involvement in Vietnam, accentuated the obvious: since most of the people in the Air Force are supervised by nco's, these enlisted supervisors must of necessity be better educated, more skillfully trained, and more fully aware of current directions and techniques in leadership and management.

Today there appears to be a general recognition of the vital role that nco's play in the effectiveness of the Air Force. Their number alone is impressive: approximately 265,000 nco's currently are on active duty.

To illustrate the importance of nco's in accomplishing the Air Force mission, consider these three extremely unlikely possibilities:

(1) An Air Force made up completely of airmen below the rank of staff sergeant. Here we would have plenty of youth and muscle and vigor, a limited amount of know-how, and almost a complete lack of executive talent. All Indians, no chiefs.

(2) An Air Force consisting entirely of officers. Here we would have a highly educated group with an abundance of executive know-how, but a great deficiency in worker skills. All chiefs, no Indians.

(3) An Air Force made up wholly of nco's. Here we would find a mature group possessing worker skills to a high degree, coupled with the capability—to a large extent—of planning, organizing, and directing. A blend of Indians and chiefs. It would appear, if a choice among these three possibilities had to be made, that an Air Force composed of nco's might be the most useful over the long run.

The continuing important role of the nco in the Air Force was brought sharply into focus

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in the spring of 1965 in a speech by the Air Force Chief of Staff, General J. P. McConnell, when he told his major commanders: "The authority vested in NCOs is different than that vested in commissioned officers only in degree. The closeness of NCOs to their subordinates in carrying out their daily responsibilities sets a most serious and exacting task."¹

In 1950 certain senior Air Force commanders recognized that a new breed of nco was developing and decided to do something about it. General John K. Cannon, then commander of the U.S. Air Forces in Europe, is credited with establishing the forerunner of today's nco academies. The original school for nco's was in Wiesbaden, Germany, and was called the USAF Academy of Leadership and Management. Its curriculum was adapted from portions of the Senior Military Management Course and subjects offered by the Wharton School of Finance and Commerce, University of Pennsylvania.²

In the early 1950's, the Strategic Air Command began operation of four nco academies. The first one was established by sac's 7th Air Division in England, and when it proved successful an nco academy was started in each of the numbered sac air forces. Other major commands eventually followed suit. Today, there are nco academies in the Military Airlift Command, Tactical Air Command, Air Force Systems Command, Air Defense Command, Air Force Logistics Command, U.S. Air Force Security Service, and Headquarters Command, USAF. Several other major commands are currently studying the establishment of similar academies. SAC, which had trained over 100,000 nco's and airmen first class in its leadership schools and nco academies, temporarily closed all its nco school facilities in March 1966 because of manning problems related to the conflict in Southeast Asia.

Since nco academies were originally designed for the two most senior airmen grades then authorized, they came to be known as "senior nco academies," a title that is still occasionally applied. For the sake of brevity, they are also frequently referred to as NCOA's. Selecting airmen to attend an NCOA is considered a command prerogative. Most of the seven

commands that have academies enroll only technical sergeants and higher enlisted grades. A typical student enrolled in an NCOA in 1966 would be a technical sergeant, about 35 years old, with approximately 15 years of military service.

An interesting offshoot of the nco academy program as time went on was the establishment in several major commands of so-called nco preparatory schools, now called leadership schools. These are base-level schools of three weeks' duration for promising airmen first class and staff sergeants. The curriculum generally is patterned after that of nco academies, but it is pitched at a lower level. Since there are considerably more enlisted personnel eligible for enrollment in nco leadership schools than in nco academies, the growth of leadership schools has surpassed that of the nco academies. Until March 1966, when Air Training Command and SAC shut down their leadership schools, six major commands supported over 40 such schools, which produced approximately 10,000 graduates annually.³

As the enrollment in nco academies began to approach the 1965 total of around 6000 students, it was realized that the curriculums and operating procedures had to be standardized. Accordingly, a basic regulation, AFR 50-39, entitled, "Noncommissioned Officer Training," was developed. It specified the policies and curriculum necessary for accreditation by Headquarters United States Air Force.

At present an accredited nco academy must schedule 225 hours of Air Force approved subjects over a period of at least five weeks. The curriculum emphasizes the principles of leadership, management, and communicative skills, both oral and written. Approximately 25 hours are devoted to the study of world affairs, with particular emphasis on the ideological conflict between democracy and communism. While at an academy, students are given intensive refresher training in military customs, courtesies, drill, and ceremonies.

Basic textbooks have been developed over the years for each subject, and they are continually revised by instructional staffs. The material used in the textbooks has been largely derived from other USAF instructional publica-

tions, such as AFROTC manuals, which have been rewritten and edited especially for the NCO student.

Most of the instruction is conducted as seminars or guided discussions. Guest speakers are frequently scheduled to give special presentations, however. At the MAC NCO Academy, to cite one example, Lieutenant General Lewis H. Brereton (USAF, Ret) has spoken on the subject of leadership to over 65 separate classes. Several academies have also started using programmed instruction on a limited basis, and they report excellent results to date.

NCOA faculties are comprised for the most part of former students who have shown exceptional promise while going through the academy course of instruction. The majority of instructors have completed some college work, others have college degrees, and a few have advanced degrees. Early in their tour of duty as instructors they attend the Academic Instructor course at Air University. Not surprisingly, a large percentage of those who attend this course gain Distinguished Graduate status. The intense interest, dedication, and professionalism of NCOA faculties have continually impressed visitors and students alike.

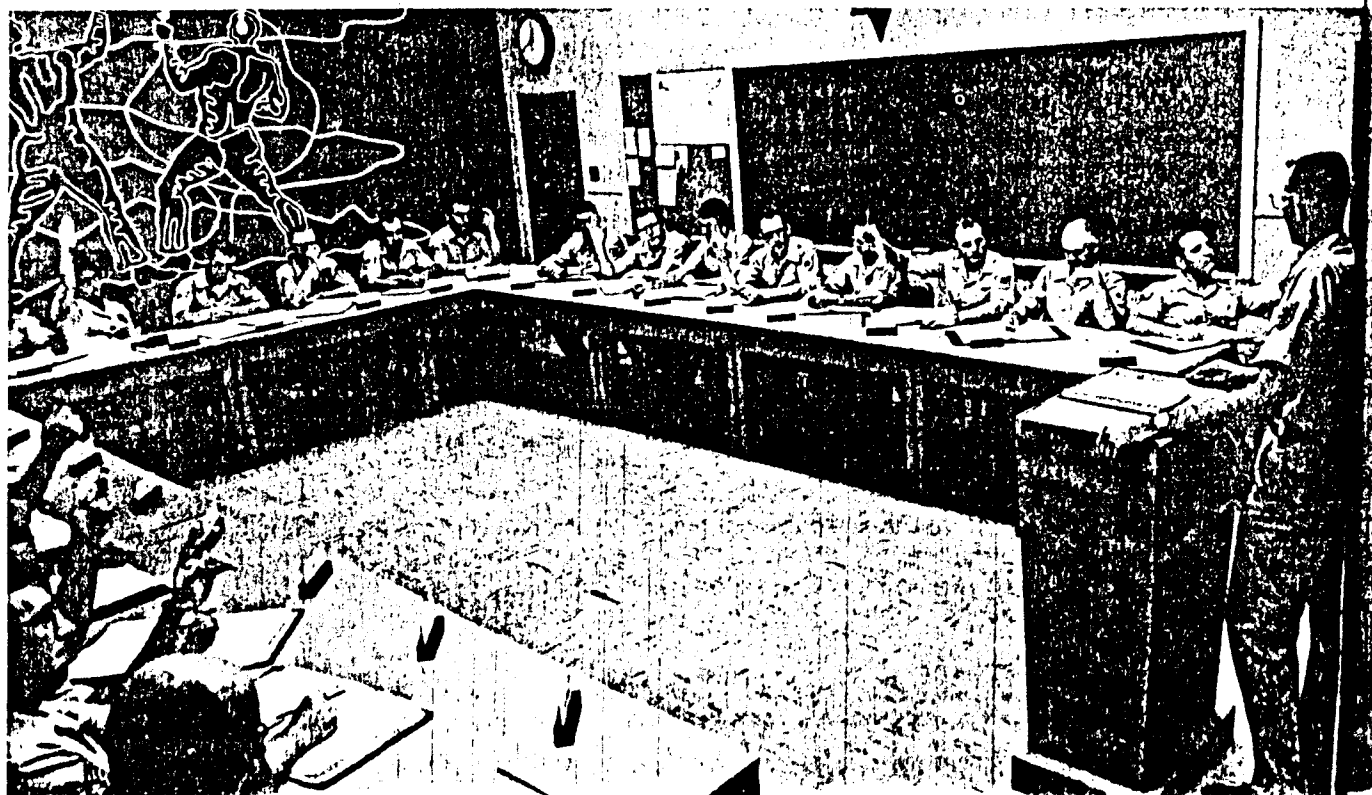
The mission of NCO academies and leader-

ship schools, broadly stated, is to prepare students for more advanced leadership and management responsibilities.

When he is graduated from an NCO academy, each student receives a diploma and a training certificate. On return to his home station, an official entry is made in his Form 7 to the effect that he was graduated from an NCO academy. A student who does exceptionally well is identified as a Distinguished Graduate. He receives an official letter of recognition from his major command headquarters, and the letter is authorized by AFR 50-39 to be classified as a "Category A" document for inclusion in official files. Graduates are also entitled to wear a distinctive ribbon.

Most NCO's recognize the importance of attending and graduating from an NCO academy. Although decidedly not cutthroat, the competition for Distinguished Graduate status is intense. The academic standards at all academies are high, but the failure rate usually runs less than two percent. The loss rate for emergency, disciplinary, or other reasons is normally even less.

It has been my personal observation, after previous tours of duty with the AFROTC program and the Air Command and Staff College,



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that NCO academy students are as fully motivated as AFROTC cadets and student officers in their thirst for new and useful knowledge. Whereas an officer can look forward to the Squadron Officer School, the Air Command and Staff College, the Air War College, and possibly even the National War College or the Industrial College of the Armed Forces, an NCO knows that the only opportunities he will have for formal military professional education are at the leadership schools and NCO academies.

During his stint at an NCO academy, a student is kept extremely busy. Normally his day begins with a reveille formation at about 0530 hours, six days a week. He marches in formation to and from class. His classes are about 50 minutes in length, with a ten-minute break in between. His school day ends with an athletic or drill formation late in the afternoon, except on Saturday when classes end at noon. Outside reading assignments keep him busy after classes.

Commanders often take advantage of the pool of NCO experience in an academy class. MAC Commander General Howell M. Estes, Jr., regularly asks students at the MAC Academy to study special command problems and make recommendations for solutions. In effect, the

command school serves as a consultant to the MAC commander and his staff.

Students appear to truly appreciate the opportunity they have for professional development, if the results of class critiques are any indication. During the past year, for example, students at the MAC NCO Academy, largest in the Air Force, consistently rated all academic aspects of their course of instruction above 4.5 on a 5-point scale. Other NCO academies have noted similar results. A more significant evaluation of NCO effectiveness resulted, however, from two independent surveys conducted by the Military Airlift Command last year. One survey asked a cross section of graduates to what extent they felt they had improved back on the job as a result of having attended an NCO academy; a similar survey was made of the commanders of the same graduates. The replies indicated that a great majority of former students noted substantial improvement in most areas of performance. Their commanders were even more enthusiastic in their ratings.

In a letter of 12 February 1965 to the conferees at the 1965 Air Force NCO Academy Conference, General McConnell noted the value of the NCO academy and leadership programs: "We know that these programs . . . are essen-

Guided Discussion—Most classes at NCO academies are conducted as seminars or guided discussions.

Speech Practice—Oral and written communication constitutes 54 hours of the academic curriculum. With instructor help, students evaluate speeches.



tial in providing leadership education. The quality of the graduates has constantly improved as demonstrated by their effective supervision in units throughout the force."

It is obvious that the unskilled worker is as obsolete in the military today as he is in the factory and on the farm. The need to continually upgrade the caliber of all personnel becomes more obvious each day as the complexity of operations and management increases throughout the Air Force. The challenge to NCO academies—as well as other professional military educational activities—is to turn out graduates who can think, act, and communicate more effectively.

All pertinent factors confirm that today's Air Force NCO's are more intelligent and better educated than they have ever been. President Lyndon B. Johnson, speaking before a National War College audience, obviously was not referring to commissioned officers only when he said, "The military career today demands a new order of talent, and training, and imagination, and versatility."⁴ Today over 70 percent of all enlisted personnel on duty in the armed forces are high school graduates, compared to less than 55 percent in 1955.⁵ In a typical class at the MAC NCO Academy, about 95 percent of the students enrolled possess a high school diploma or its equivalent; approximately 20 percent have some college credits. Students at other NCO academies have similar academic backgrounds.

The overall NCO academy program has continued to gain stature. Another major step forward was taken in the fall of 1965 when the basic Air Force regulation on NCO academies and leadership schools was thoroughly overhauled at an NCO academy conference. Quite a significant change, in the opinion of those close to the program, was the revision in the title of the regulation from "Noncommissioned Officer Training" to "Noncommissioned Officer Professional Military Education." This departure from a narrow, training viewpoint to the broader *educational* outlook signified that the program had finally achieved a full measure of maturity.

Another important recommendation of the 1965 conference, which was incorporated in

Problem Solving—During the five-week course, students participate in problem-solving sessions, some of which involve actual Air Force problems.

the revised regulation, was the requirement for Air University to prepare and distribute annual bibliographies on the curriculums of NCO academies and leadership schools. This new requirement should greatly enlarge the scope of reference material available to students and faculties. Procedures for the acquisition of such reference material are being investigated at the present time.

The 1965 conference also established the requirement for an annual conference to review and recommend changes in the NCO academy program. Prior to 1965 conferences were held infrequently, the last previous one being in 1959.

Perhaps one of the most unusual features of the entire NCO academy program is the sponsorship of graduate associations. Authorized by the 1965 revision of AFR 50-39, these associations are chartered and supervised by those major commands having NCO academies. Association chapters are formed with a four-fold purpose: (1) to be of service to local commands and bases, (2) to provide a fraternal organization of NCOA graduates dedicated to the welfare of the civilian and military community, (3) to provide a medium through which graduates can further fulfill their responsibilities to the military and civilian community, and (4) to improve and utilize the leadership, management, and supervisory qualities of graduates through sponsoring worthwhile projects as a group. NCO involvement in association affairs varies considerably, of course, from base to base. Graduate association chapters are providing both a valuable outlet for graduates' talents and an effective management tool for base commanders. Senior commanders have recognized the worth of the NCO graduate groups and have encouraged full support for them.

In March 1966 the commandants of all USAF NCO academies and representatives of interested major commands made a number of recommendations to Headquarters USAF at their annual conference. One significant recom-



mendation currently being reviewed at the Pentagon pertains to the feasibility of a single major command, such as Air University, taking over the responsibility for the administration and operation of all nco professional military education. Implied in this recommendation is the consolidation of existing nco academies and leadership schools, plus a more equitable distribution of student quotas throughout the Air Force. The distribution is distorted at present because some commands do not operate either nco academies or leadership schools.

Another important recommendation concerned the stiffening of accreditation requirements for nco academies and leadership schools. Currently these requirements are considered by many in the program to be minimal. The development of new accreditation standards in such areas as facilities, faculties, teaching methods, and equipment is calculated to raise the level of the entire program.

IT WOULD APPEAR that in the first fifteen years of their existence the nco academies, like Topsy, just "grewed." It now appears, however, that the great need which nco academies fulfill finally has been recognized and appreciated.

General McConnell, in speaking of nco's and their responsibilities, has said, "The ability of the nco to perform his job largely depends upon the degree to which he has been informed and supported."⁶

nco academies have obviously played an important role in the Chief of Staff's expressed desire to keep nco's fully informed. Despite recent cutbacks in part of the nco professional military education program caused by the demands of Southeast Asia, it is apparent that the value of the program is firmly established. From this observer's viewpoint, there is no doubt that the program is essential to the full professional development of nco's in the United States Air Force.

1380th School Squadron (MAC)

Notes

1. *Supplement to AF Policy Letter for Commanders*, No. 7, July 1965.
2. *USAF TIG Brief*, Vol. 17, No. 3, 18 January 1965.
3. "NCO Leadership Training in the USAF," *USAF Fact Sheet*, 6-65.

4. *This Changing World*, Armed Forces Information and Education, DOD, For Commanders, Vol. 4, No. 6, 15 September 1964.

5. *Ibid.*, p. 2.

6. *Supplement to AF Policy Letter for Commanders*, No. 7, July 1965.

F O R E W O R D

Many American colleges and universities broaden their scope and further extend their influence by establishing extension courses. In keeping with this tradition, we believe that our program must also go beyond the five and one half weeks course presented "on campus." Although the Leaders Digest is not intended to function as an Academy Extension Course, we believe it is a logical and necessary adjunct to our educational system.

Through the medium of this publication, we intend to accomplish a four-fold purpose:

1. Since we want you to keep abreast of the latest changes at your "Alma Mater," one section of the Leaders Digest will be devoted to modifications in curriculum, organization, and operation of your Academy.

2. In order to disseminate additional concepts which may improve your performance as a leader of men, a major section of the Digest will be devoted to stimulating - often provocative - articles dealing with Military Leadership, Customs and Courtesies, World Affairs and related subjects.

3. In view of the fact that a record of the progress and achievement of a given organization are essential to its continued growth, a regular feature of the Leaders Digest will be devoted to activity reports from the various Associations of SAC NCO Academy Graduates.

4. Last, but far from least, we want to keep you posted on your friends and classmates who are also graduates of a SAC NCO Academy. Each issue of the Digest will contain items concerning the personal activities of our graduates.

We hope that the Leaders Digest will become the spokesman for the graduates, serve as an instrument to coordinate the activities of the Graduate Associations, and serve as a reminder to all our graduates of their membership in an elite corps of noncommissioned officers.

The Digest will be prepared semi-annually or quarterly, depending upon the reception of this initial publication. For that reason, your comments, oral or written, are absolutely essential in determining its future status. Further, you are encouraged to contribute articles on any facet of leadership that you feel would be of interest to our readers - we want the Digest to be YOUR publication.

The Academy Staff joins me in wishing each of you continued success in your endeavors to accomplish the primary mission of this command in the most effective manner.

THE COMMANDANT

COURSE PHILOSOPHY
by M/Sgt William H. Coltrin

"To enable the senior Air Force noncommissioned officers to better assume his proper role in the chain of command" - this is the mission of the SAC NCO Academies.

The scope and presentation of the curriculum are based on the following concepts of educational philosophy: Since learning results in changed behavior, our courses are based on the premise that the purpose of good teaching is to change the way in which students think, believe, and act in such a manner that they may more effectively accept their responsibilities as senior Noncommissioned Officers. This progress is accomplished by the use of methods and techniques featuring individual student participation to the greatest possible extent.

We of the Academy staff feel that the student can assist in the overall management of the Academy - particularly in those areas which stress individual responsibility and authority. He is appointed to boards and committees designed to handle problems of administration, discipline, academic effectiveness and potential eliminees from the Academy. He is frequently in command of troops and in that capacity, he is encouraged to feel fully responsible for helping to maintain the proper decorum of the class.

We believe that the NCO, to be an effective leader, must possess complete integrity, honesty, honor, and dignity. The NCO Academy attempts to provide an atmosphere in which the student is recognized as an adult in full possession of these qualities. Since honesty and integrity require full obedience and compliance to the spirit and intent of the regulation or order, the Academy purposefully creates situations which will determine the noncommissioned officers' ability to follow as well as lead. Certainly all military men will agree that commanders must be certain their directives are followed.

Never before has the NCO needed professional skill as he does today. In view of the tremendous demands of modern air power, our nation's human and material resources can no longer be considered unlimited. Therefore, it is not enough for the NCO to possess the technical skills of our profession. He must of necessity acquire a deep sense of moral responsibility, pride in service and concern for the welfare of his men to become a member of our "elite" NCO corps.

We believe that we are, at least in some small measure, contributing materially to the overall development of a new and more effective United States Air Force. With your assistance, the Fifteenth Air Force Noncommissioned Officer Academy can contribute a great deal toward the development of an outstanding NCO Corps.

ACADEMY PROGRESS
By M/Gen Harold A. Youn

After a brief history of two years, a backward glance at some of the important milestones of academy growth and development might be of interest to graduates.

With first things coming first, the Fifteenth Air Force NCO Academy is particularly proud of its record of "firsts" which were accrued during the growth and development of the SAC NCO Academy system. As you probably already know, the birth of the academy system took place with the opening of the 7th Air Division Academy in England, but the first Academy to open in the ZI was the 15th Air Force NCO Academy here at March Air Force Base, California. This academy was the first to introduce the Commandant's Award trophy into the SAC Academy system, and was first to introduce and begin teaching a course in World Affairs, which has since become one of the more popular courses taught at all SAC Academies. The 15th Air Force NCO Academy was the first to open its doors to a 120 man class in August, 1955. With these "firsts" in mind, it might be of interest to review our history in a little more detail, to see how these things were brought about.

The 15th Air Force NCO Academy enrolled the first class of sixty students on 29 March 1954. At that time, the program of instruction was of four weeks duration, and was accomplished with a staff of seven instructors and four administrative personnel. As with any embryo program, a number of mistakes were made, but with the wholehearted acceptance and support of the entire Command, the Academy proved extremely successful and the course was extended to five and one-half weeks. The first class for the five and one-half week schedule was enrolled on 25 July 1954. (Class 54-F)

After successfully graduating seven classes, General LeMay decided to expand the overall plant facilities and increase the number of staff people so that the Academy could successfully handle a total enrollment of 120 students. This was undoubtedly the most important change at the Academy since its inception. To accomplish such a major overhaul, it was deemed necessary to stand down the Academy for one class, or five and one-half weeks. At that time, a large crew of civilian contractors moved in to begin a task, which at that time, seemed to be one which could never be accomplished in such a short time. The Academy plant facilities were expanded from the initial six buildings which included three student living quarters, a day room, three classrooms, and an administration building, to thirteen buildings which provide five student living quarters, a day room, six classrooms, a modern library, administration building, and a 120 man auditorium. The interiors of the five student living quarters were remodeled to provide larger wash room and latrine facilities, and modern closet space. A general face-lifting was accomplished on all facilities which leaned toward a newer, more modern look. The Academy is particularly proud of its new classroom interiors, the majority of which have acoustic tile ceilings for more efficient sound control, and all are equipped with water vapor-type air conditioning. The five student living quarters and the administration building are also air conditioned. The Academy administration building was completely remodeled to provide abundant office space and a more business-like atmosphere. All in all, most observers were amazed at what could be accomplished using old pre-war type buildings as a foundation.

Fifteenth AF NCO Academy. LEADER'S DIGEST, May 1956.

As the work neared completion, it was found necessary for the Academy staff people to "burn some midnight oil" to install and arrange furniture and make up 120 beds. The race between the completion of the building program and the arrival of Class 55-F was close, and the graduates of that class will undoubtedly recall that they had to live with the painters for a short time.

The Academy staff enlarged to a total of 29, including 16 instructors, augmented by administrative and supply people. With this final step accomplished, the Academy was ready for its first 120 man class, which was enrolled on 17 August 1955 (Class 55-F).

At the present time, the Academy is in the middle of an instructor cross-training program. It is hoped that after one year period each instructor will be cross-trained and qualified in all four of the Academy subject areas. Those are: Tactics, Communications, Leadership and Special Subjects. It is felt that this will not only make the individual a more valuable instructor, but will offer the Academy a certain amount of "protection" against such things as emergency leaves, overseas shipments, and ZI transfers. It should also offer the individual instructor an opportunity to take ordinary leave when he desires.

A good number of graduates are already familiar with the academy anniversary celebration program, because they attended the one which was held in April 1955. At the present time, plans are rapidly developing for the Academy second anniversary celebration, and personal invitations have already been extended to all graduates. We hope this one will be even more successful than the first, and that all graduates will make an effort to attend. We believe that the anniversary celebration does two things for the Academy. First, it provides the graduate from the field the opportunity of visiting the Academy and to remotivate him to his responsibilities and second, it gives the graduate an opportunity to see the improvements made since his graduation.

Looking back on the past two years of Academy operation, the 15th Air Force NCO Academy is quite proud of the growth and progress that has been made during such a short period of time. Although we know that we are far from perfect, and that a good deal is left to be done, we feel that in a small way we are contributing our bit toward equipping the senior NCO to again assume his proper role in the chain of command.

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HEADQUARTERS
STRATEGIC AIR COMMAND
Offutt Air Force Base, Nebraska

19 December 1955

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SUBJECT: NCO Academy Graduate Associations,

TO: Commander
Fifteenth Air Force
March Air Force Base
California

1. I believe our career minded noncommissioned officers want a strong NCO corps and, if given the opportunity and challenge, will accomplish this goal. For this reason, our SAC NCO Academies were established.

2. Even more important than the knowledge gained in leadership and management at the NCO Academy is the esprit de corps and motivation acquired. It was my hope that graduates of our NCO Academies would return to their organizations with a new outlook toward their responsibilities. It has become apparent that they are accepting this challenge and, in addition, are imbued with a desire to keep their standards high through a strong NCO corps. An example of this is the NCO Academy graduate associations in existence at bases throughout the command. These organizations have been formed by the graduates on their own initiative and represent a major step forward in our efforts to raise the position of our top NCOs.

3. I consider an NCO Academy Graduate Association at every SAC station a desirable goal. You may assure your NCOs that they have my approval and appreciation for the fine job they are doing in establishing these groups, thereby evidencing their determination to build an elite corps of career noncommissioned officers.

/t/s/ CURTIS E. LEMAY
General, USAF
Commander in Chief

Air Force Times, 8 Oct 79, p. 71

Extension Course Institute studies 007A and 007B are not substitutes for completion of a command NCO academy or leadership school. The senior NCO academy nonresident course was not created until Oct. 25, 1973, or the command NCO academy correspondence course until Jan. 15, 1975. AF said that course entries prior to these dates are incorrect.

| Base | Certification Dates | Command | Status |
|------------|---------------------|------------|-----------------------|
| Barksdale | Apr 54-Mar 68 | SAC (2 AF) | Closed |
| Barksdale | Jul 68- | SAC | Active |
| Bergstrom | Mar 54-Apr 55 | SAC (BAF) | Closed |
| Bergstrom | Jul 76- | TAC | Active |
| Bolling | Jul 57-30 Jun 76 | HQ CMD | Transferred To MAC |
| Bolling | 1 Jul 76-31 Dec 76 | MAC | Moved To McGuire |
| Eglin | Apr 57-Mar 58 | AFSC | Closed |
| Elmendorf | Nov 77- | AAC | Active |
| Freisinger | Feb 55-Apr 57 | USAFE | Closed |

NCO Leadership Schools

| Base | Certification Dates | Command Status |
|---------------|---------------------|----------------------|
| Davis-Monahan | 7 Sep 77- | TAC Active |
| Dover | Jan 70- | MAC (21 AF) Active |
| Dow | Mar 58-Sep 60 | SAC Closed |
| Dryes* | Aug 57-Sep 64 | SAC Closed |
| Eglin | Sep 61-Apr 62 | AFSC Closed |
| Ellsworth | Mar 58-Feb 62 | SAC Closed |
| Elmendorf | Mar 66- | AAC Active |
| England | Nov 58-May 59 | TAC Closed |
| England | Feb 62-Jul 66 | TAC Closed |
| England | 7 Jan 74- | TAC Active |
| Eni | Mar 59-Jul 66 | ADDCOM Closed |
| Fairchild | Mar 58-Oct 65 | SAC Closed |
| Fairfield | Jun 55-Dec 61 | AFLC Closed |
| Forbes | Feb 58-May 60 | SAC Closed |
| Forbes | Apr 71-23 May 73 | TAC Closed |
| George | Nov 77-May 58 | TAC Closed |
| George | Apr 62- | TAC Active |
| Glasgow | Jun 61-Oct 63 | SAC Closed |
| Goodfellow | 18 Feb 76- | ELC Active |
| Goose | Jan 60-Jun 63 | SAC Closed |
| Hamilton | 1 Jan 72-17 Jul 73 | ADDCOM Closed |
| Harrington | Mar 57-May 61 | ATC Closed |
| Harmon | Oct 60-Apr 65 | ADDCOM Closed |
| Hill | 15 Feb 77- | AFLC/TAC Active |
| Holloman | Jan 71- | TAC Active |
| Homestead | Jun 58-Jun 61 | SAC Closed |
| Homestead | 19 Nov 73- | TAC Active |
| Hunter | Jul 58-Jun 61 | SAC Closed |
| Hurtburt | 16 Oct 72- | TAC Active |
| Kadena | 27 Jan 72-1 Apr 72 | PACAF Closed |
| Kadena | 5 Oct 72- | PACAF Active |
| Kapaun | Apr 78- | USAFE (17 AF) Active |
| Keester | Sep 58-Mar 68 | ATC Closed |
| Keester | 15 Jul 74- | ATC Active |
| Keester | 1 Oct 77- | AFSC Active |
| Kirtland | May 66-Jun 68 | AFSC Closed |
| Kirtland | 8 Jan 74- | AFSC Active |
| Lackland | May 58-Mar 68 | ATC Closed |
| Lackland | 2 Jul 75- | ATC Active |
| Langley | Mar 58-Oct 61 | TAC Closed |
| Langley | Feb 62-Jul 66 | TAC Closed |
| Langley | 2 Jan 74- | TAC Active |
| Laughlin | Sep 59-Feb 61 | SAC Closed |
| Laughlin | 30 Sep 74- | ATC Active |
| Lincoln | Dec 57-Sep 63 | SAC Closed |
| Little Rock | Aug 56-Mar 66 | SAC Closed |
| Little Rock | 5 Nov 70-3 Dec 74 | TAC Transfer to MAC |
| Little Rock | 4 Dec 74- | MAC (22 AF) Active |
| Lockbourne | Jan 66-Feb 65 | SAC Closed |
| Lockbourne | Jan 55-May 71 | TAC Closed |
| Loring | Oct 54-Feb 65 | SAC Closed |
| Lowry | Sep 58-Apr 66 | ATC Closed |
| Lowry | 25 Nov 74- | ATC Active |
| Luke | Mar 58-Oct 61 | TAC Closed |
| Luke | Feb 62- | TAC Active |
| MacDill | Aug 58-Jun 61 | SAC Closed |
| MacDill | Apr 62-Sep 66 | TAC Closed |
| MacDill | Aug 67- | TAC Active |
| Malmstrom | Mar 58-May 63 | SAC Closed |
| March | Mar 58-Jun 62 | SAC Closed |
| March | Jun 69- | SAC (15 AF) Active |
| Mather | Jan 58-Mar 66 | ATC Closed |

| Base | Certification Dates | Command | Status |
|--------------------------|---------------------|-------------|----------------------|
| Mather | 25 Nov 74- | ATC | Active |
| Maxwell | | ATC | Active |
| McChord | Sep 58-May 59 | ADCOM | Closed |
| McClellan | Feb 57-Jun 59 | AFLC | Closed |
| McConnell | Jan 58-Dec 61 | SAC | Closed |
| McConnell | Jan 64-Nov 66 | TAC | Closed |
| McConnell | May 68-14 Apr 72 | TAC | Closed |
| McCoy | Mar 58-Mar 66 | SAC | Closed |
| McGhee-Tyson | Aug 70- | ANG | Active |
| McGuire | Sep 69-Dec 78 | MAC | Closed |
| Moody | Jul 57-Apr 60 | ATC | Closed |
| Moody | 21 Jul 75-14 Nov 75 | ATC | Closed |
| Moody | 10 Feb 76- | TAC | Active |
| MI Home | Mar 58-Oct 82 | SAC | Closed |
| | 9 Sep 71- | TAC | Active |
| Myrtle Beach | Mar 58-Oct 61 | TAC | Closed |
| Myrtle Beach | Feb 62- | TAC | Active |
| Nellis | Mar 58-Oct 61 | TAC | Closed |
| Nellis | Feb 62- | TAC | Active |
| Norton | Jan 70- | MAC (22 AF) | Active |
| Offutt | Jan 59-Mar 66 | SAC | Closed |
| Pease | Jul 57-Mar 66 | SAC | Closed |
| Penn | Jan 58-30 Jun 62 | ATC | Transferred to ADCOM |
| Penn | 1 Jul 62-Apr 64 | ADCOM | Closed |
| Pittsburgh | Dec 57-Apr 60 | SAC | Closed |
| Pittsburgh | Jun 69-Dec 70 | SAC | Closed |
| Pope | Mar 62-6 Dec 74 | TAC | Closed |
| Ramey | Aug 56-Feb 61 | TAC | Closed |
| Randolph | Jan 58-Mar 66 | ATC | Closed |
| Randolph | 2 Jun 75- | ATC | Active |
| Reese | Sep 60-Jun 61 | ATC | Closed |
| Reese | 18 Aug 75- | ATC | Active |
| Rhein-Main | Jan 77- | MAC (22 AF) | Active |
| Richards-Gebeur | 1 Jul 74-31 Sep 77 | AFCS | Closed |
| Robins | May 58- | AFLC | Active |
| Schilling | Mar 58-Feb 61 | SAC | Closed |
| Sewart | Mar 59-Oct 61 | TAC | Closed |
| Sewart | Mar 62-Oct 69 | TAC | Closed |
| Seymour Johnson | Apr 62- | TAC | Active |
| Shaw | Jul 57-Oct 61 | TAC | Closed |
| Shaw | Feb 62- | TAC | Active |
| Sheppard | Jun 58-Mar 66 | ATC | Closed |
| Sheppard | 4 Sep 74- | ATC | Active |
| Suffolk Co | Mar 64-Nov 64 | ADCOM | Closed |
| Tachikawa AS (Yamalo AS) | Jun 59-Dec 61 | AFLC | Closed |
| Truax | Sep 57-Feb 64 | ADCOM | Closed |
| Turner | Sep 60-Feb 65 | SAC | Closed |
| Tyndall | Sep 57-Sep 62 | ADCOM | Closed |
| Tyndall | 15 Nov 73- | ADCOM | Active |
| Upper Heyford | Oct 53-May 55 | SAC | Closed |
| Walker | Mar 58-Mar 66 | SAC | Closed |
| Warren | Mar 58-Oct 65 | SAC | Closed |
| Webb | Jun 58-Apr 61 | ATC | Closed |
| Webb | 22 Sep 75-17 Jun 77 | ATC | Closed |
| RAF West Drayton | Jan 57-Dec 57 | SAC | Closed |
| Westover | Jun 56-Ma: 65 | SAC | Closed |
| RAF Wethersfield | Jan 79- | USAFE | Active |
| Whiteman | Dec 57-Mar 66 | SAC | Closed |
| Williams | Mar 58-Jan 60 | TAC | Closed |
| Williams | 15 Jul 74- | TAC | Active |
| Yamato | 1 Jan 61-Oct 68 | PACAF | Closed |

First base after person's name is losing base,
second is gaining base.

RISTAU K E Torrejon-Warren
ROBERTS R J Rhein-Main-Langley
ROBINSON R F Columbus-96328
ROY R J Elsworth-96239
SCHILTZ K M Whiteman-Rhein-Main
SCOTT P H Edwards-McGuire
SEIDMEIER M A Rickback-Grisson
SHAY A D Offutt-McGuire
SIMMS W G Nellis Ramstein
THELACKER C L Dover-Dobbs
SKILLMAN J S Fort LeBel-Orlando

COBB D C MI Home-09109
COOKE D L Shaw-Spangdahlem
COX K J Luke-Spangdahlem
CUMBERG B E Dover-Yokota
DALMORES G A Nellis-Spangdahlem
DELANEY T J Bergstrom-96274
DEMARS R L March-Ramstein
DENNE JR R J Griffiss-George
DIGNARD IV J Bergstrom-96277
DEWOLF P M March-Ramstein

NCO PME OVERVIEW

EARLY YEARS -

SAC STARTED THE PME PROGRAM WITH NCO PREP SCHOOLS AND ACADEMIES IN THE MID 50s. THE VERY FIRST ACADEMY OPENED IN RAF WEST DRAYTON-UK IN MARCH 1953. SAC ALSO HAD PREP SCHOOLS AND ACADEMIES FOR 2ND, 8TH AND 15TH AIR FORCES. THESE WERE ALL CLOSED IN 1966 DURING THE BUILD-UP FOR VIETNAM.

CURRENTLY, THERE ARE 14 ACTIVE MAJCOM OPERATED NCO ACADEMIES. THEY ARE LISTED BELOW IN ORDER OF CONTINUOUS OPERATING DATES.

| <u>COMMAND</u> | <u>BASE</u> | <u>DATE STARTED</u> |
|---|------------------------------|---------------------|
| -AFSC | KIRTLAND AFB, NM | JAN '55 |
| -ESC | GOODFELLOW AFB, TX | JAN '59 |
| -ANG | McGHEE-TYSON, AIRPORT, TN | JUN '68 |
| -SAC | BARKSDALE AFB, LA | JUL '68 |
| -MAC | NORTON AFB, CA (MAC WEST) | OCT '68 |
| -AFLC | ROBINS AFB, GA | JUN '70 |
| -ATC | LACKLAND AFB, TX | NOV '73 |
| -TAC | TYNDALL AFB, FL | NOV '73 |
| (TAC EAST - TRANSFERRED FROM ADCOM OCT '79) | | |
| -TAC | BERGSTROM AFB, TX (TAC WEST) | OCT '75 |
| -USAFE | KAPAUN BKS, GERMANY | OCT '76 |

-MAC McGUIRE AFB, NJ JAN '77

(MAC EAST PICKED UP HEADCOM)

-PACAF KADENA AB, OKI MAR '77

-AFCC KEESLER AFB, MS OCT '77

-AAC ELMENDORF AFB, AK NOV '77

PHASE III - OLD NCO PREP SCHOOLS---ALL MAJCOMS HAVE AT LEAST ONE, ATC AND TAC HAVE A LEADERSHIP SCHOOL ON EACH BASE. KEESLER HAS TWO: ATC & AFCC.

SENIOR NCO ACADEMY DESIGNED IN 1972, FIRST CLASS IN 1973. 8TH ANNIVERSARY AT THE END OF THIS CLASS.

PHASE I & II GREW OUT OF THE AFMIG IN 1975. LMIC DEVELOPED AT LMDC IN 1976.

OVERALL MISSION

NCO PME IS A 5 PHASE PROGRAM THAT PREPARES AF NCOs (PHASE II ALSO PROVIDES INITIAL SUPERVISORY TRAINING FOR USAF CIVILIANS) FOR POSITIONS OF RESPONSIBILITY BY BROADENING THEIR LEADERSHIP AND MANAGEMENT SKILLS AND BY EXPANDING THEIR PERSPECTIVE OF THE MILITARY PROFESSION.

PHASE I - 21.5 HOURS (NCO ORIENTATION COURSE)

FAMILIARIZES NEWLY PROMOTED E-4/SrA WITH NCO DUTIES AND RESPONSIBILITIES.

- PREREQUISITE FOR APPOINTMENT TO NCO STATUS
- RESIDENT COURSE
- NONRESIDENT COURSE 10 ONLY WHEN NOT PRACTICAL TO ATTEND
RESIDENT COURSE
- MANY OPTIONS AVAILABLE
- STRONGLY DISCOURAGED

PHASE II - 53 HOURS (USAF SUPERVISOR'S COURSE)

PREPARES NCOs AND CIVILIAN EMPLOYEES TO PERFORM EFFECTIVELY IN THEIR FIRST SUPERVISORY POSITION.

- SGTs, SSGTs
- CIVILIANS ASSIGNED AS FIRST LEVEL SUPERVISORS
- NAF SUPERVISORS
- SRA WHO HAVE COMPLETED PHASE I AND ARE SUPERVISORS
- NONRESIDENT COURSE 11 ONLY IF IMPRACTICAL TO ATTEND
RESIDENT COURSE
- MANY OPTIONS AVAILABLE
- STRONGLY DISCOURAGED
- MANDATORY FOR ALL ELIGIBLES
- MILITARY ATTEND WITHIN 90 DAYS OF ATTAINING 4 YEARS
OF TAFMS
- CIVILIANS ATTEND WITHIN 90 DAYS AFTER BEING PLACED IN
A SUPERVISORY POSITION

PHASE III - 143 HOURS (COMMAND NCO LEADERSHIP SCHOOL)

BROADENS THE LEADERSHIP AND MANAGEMENT SKILLS OF SELECTED SERGEANTS AND STAFF SERGEANTS.

- NO NONRESIDENT COURSE
- 95% OF THE SSGTs TO ATTEND BY THEIR 9TH YEAR TAFMS

PHASE IV - 216 HOURS (MAJCOM NCO ACADEMY)

PREPARES SELECTED TECHNICAL AND MASTER SERGEANTS TO PERFORM MID-LEVEL SUPERVISORY AND MANAGEMENT RESPONSIBILITIES.

- NONRESIDENT COURSE 9 OFFERED
- 89% OF TSGTs SHOULD ATTEND BY THEIR 15TH YEAR.

PHASE V - 320 HOURS (USAF SENIOR NCO ACADEMY)

PREPARES SELECTED SENIOR NCOs TO BETTER FULFILL THEIR LEADERSHIP AND MANAGEMENT RESPONSIBILITIES.

- SMSGTs, CHIEFS
- NONRESIDENT COURSE 8 OFFERED
- 65% OF SMSGTs TO ATTEND BEFORE THE AVERAGE TAFMS OF THE SELECTED CMSGT

Enlisted Professional Military Education Schools

| <u>School</u> | <u>Date Established</u> | <u>Level of Education</u> | <u>Accredited?</u> |
|--------------------------|-------------------------------------|---------------------------|-----------------------|
| AF Senior NCO Academy | Mar 72 | Advanced | Yes, 13 Sem Hrs, CCAF |
| Barksdale NCO Academy | Jul 68 | Intermediate | Yes, 12 Sem Hrs, CCAF |
| Elmendorf NCO Academy | Nov 77 | Intermediate | Yes, 12 Sem Hrs, CCAF |
| Goodfellow NCO Academy | Jan 59 | Intermediate | Yes, 12 Sem Hrs, CCAF |
| Kadena NCO Academy | Mar 77 | Intermediate | Yes, 12 Sem Hrs, CCAF |
| Kapaun NCO Academy | Oct 76 | Intermediate | Yes, 12 Sem Hrs, CCAF |
| Keesler NCO Academy | Oct 77 | Intermediate | Yes, 12 Sem Hrs, CCAF |
| Kirtland NCO Academy | Jan 55 | Intermediate | Yes, 12 Sem Hrs, CCAF |
| Lackland NCO Academy | Nov 73 | Intermediate | Yes, 12 Sem Hrs, CCAF |
| McGhee-Tyson NCO Academy | Jun 68 | Intermediate | Yes, 12 Sem Hrs, CCAF |
| McGuire NCO Academy | Jan 77 | Intermediate | Yes, 12 Sem Hrs, CCAF |
| Peterson NCO Academy | ^{Apr} Feb 85 | Intermediate | Yes, 12 Sem Hrs, CCAF |
| Robins NCO Academy | Jun 70 | Intermediate | Yes, 12 Sem Hrs, CCAF |
| Tyndall NCO Academy | Nov 73 | Intermediate | Yes, 12 Sem Hrs, CCAF |

GENERAL

Activation

The Senior NCO Academy was activated and assigned to Headquarters Air University, Maxwell AFB, Alabama, 1 July 1972. ¹ On that date Colonel Robert K. McCutchen, 136-32-5390FR, assumed command of the new organization. ² The unit was redesignated the USAF Senior NCO Academy on 15 Aug 1972. ³

Mission

To prepare selected senior noncommissioned officers for positions of greater responsibility by improving and broadening their leadership and managerial capabilities and by expanding their perspective of the military profession was established as the unit mission, 1 July 1972. ⁴

Organization

On 1 July 1972 the Senior NCO Academy's organization structure was established. Five major divisions were formed under the direction of the School Commandant. They were the Educational Administration Division, the Programs Division, the Curriculum Division, the Student Operations Division and the Evaluation and Research Division. Duties and responsibilities of each division were defined and published in AFSNCOA Organization and Function Chart Book, 1 Aug 1972. ⁵ The Commandant requested and received permission from Air University Manpower to establish and retain control of the unit orderly room functions within the Academy. This action was accomplished with no increased manpower authorizations.

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senior or graduate level was discussed at great length. Data capture procedures relative to transcripts were also discussed. At the writing of this history, meetings were scheduled for 18, 19, and 20 July 1973 when the Academy would be visited again by a liaison team from the Community College of the Air Force to observe and assist staff personnel in preparing the Institutional Self-Study.

STUDENT ENROLLMENT

Class 73-A

The first class of the USAF Senior Noncommissioned Officer Academy was a pilot class conducted from 9 January to 8 March 1973. Class 73-A consisted of 120 male students selected from outstanding senior NCOs in the grades of chief master sergeant (42), senior master sergeant (65), and master sergeant (E-8 selectee) (13). Of the 120 in attendance, Regular Air Force students totaled 117. Three were from ANG units. The students were representatives from 28 major commands and separate operating agencies worldwide. The largest representation was from Air University with 16 and the Strategic Air Command with 15. The Senior NCO Academy had 14 faculty and staff members attending the pilot program. The students represented 42 different Air Force specialties and were a cross section of the Air Force's resources. The group was heavily concentrated in the administration, personnel, and first sergeant career fields. As a group, they averaged 20 years of active service, 40 years in age.

The group included four senior enlisted advisors from the following commands: Air Force Logistics Command (AFLC), Air Training Command (ATC), USAF Recruiting Service and USAF Security Service.

The students were assigned to 10 seminars, consisting of 12 men each, with a faculty advisor and a senior NCO designated within each seminar. The ranking senior member, CMSgt Daniel F. Kedzierski, FR186-22-2137, PAFSC 73294, USAF Senior NCO Academy (AU), served as Class President for the pilot course.

The class enrollment began with 120 students and graduated on 8 March 1973 with 117 students. There were three student withdrawals from the program due to emergency leave, hospitalization and military urgency. The first graduating class was honored by the presence of General Jack J. Catton (Commander, AFLC), General Lucius D. Clay, Jr. (Commander, PACAF), Lieutenant General Alvan C. Gillem II (Commander, AU), and Major General Warren D. Johnson (Chief of Staff, SAC) at the Graduation Exercises conducted on 8 March 1973.

The student body of Class 73-A originated an NCO Hall of Fame in the Academic Building of the Academy. Name plates were established for the students of the pilot class, and a plaque was presented to the Academy Commandant which read as follows:

"Proving what they can do is the heritage of today's Air Force Noncommissioned Officer. The first class dedicates this Hall to the faculty and future students whose educational endeavors will contribute to the fulfillment of that legacy. You are prepared to do more."

Feb 19-11-1
J.L.M.

BACKGROUND PAPER
ON
THE PROFESSIONAL DEVELOPMENT OF THE NCO

1. "Colonial America characteristically adapted continental European and English traditions and practices to meet local conditions...There was a huge social distance between the aristocratic officer corps and the men--both noncommissioned officers (NCOs) and private soldiers. NCOs merely browbeat the soldiers to stand fast in the line of battle despite horrific casualties." (7:3) The modern-day NCO's professional development has slowly evolved over the years. This background paper will highlight areas leading up to the 1990s NCO. I'll focus on three areas: Pay, Education and Training, and the Chief Master Sergeant of the Air Force (CMSAF) position. For the moment, let's look at pay.
2. Our country has paid NCOs for their patriotic services since the days of the Continental Congress--the days when British troops occupied our eastern colonies. An average militia unit usually consisted of only four NCOs; a sergeant major, a quartermaster sergeant, and two lead musicians. (7:3) According to the U.S. Army Center of Military History, General George Washington's NCOs only received 48 shillings a month while the lowest private received only ten percent (about 40 shillings) less. Even as early as 1775, young officers believed the Continental Congress should have paid their NCOs more equivalent to their responsibilities. Unfortunately, their beliefs fell on deaf ears in Washington D.C. (7:21)

SMSgt Davis/Seminar 10/6-4808/akd/12 Jul 95

Did this lack of sensitivity (from politicians with the pay disparity) affect their ability to search out and defeat the British? Apparently not! Still, the pay gap would remain until 1870 when Congress passed The Military Pay Bill of 1870. The problem with this bill was simple--the pay disparity still remained. At this time, Congress paid privates overtime for special duties, and many NCOs began to decline the NCO chevrons because they received more pay as a private. There was no incentive to tackle the additional responsibilities associated with the rank. Congress paid enlisted members for general military skills until the on-set of World War II. (7:15)

3. World War II brought on a whole new set of responsibilities for the NCO; an increased need to pay NCOs for more than merely “general military skills”. Our planes were now flying faster, higher and farther than the Civil War observation balloons and the vintage flyers of World War I. Our Army Air Corps needed skilled technicians to keep the planes from falling out of the sky. Martin Binkin and Irene Kyriakopoulos, from The Brookings Institute, stated in their book, Paying the Modern Military, that “Advances in technology since World War II have had a dramatic influence on the U.S. defense establishment...general military skills shifted toward specialty skills.” (3:6) In my research, this is where the NCO's knowledge and experience set them apart (pay-wise) from the average private, within the military establishment. Binkin and Kyriakopoulos went on to say, “That on attainment of a given rank an enlisted person has acquired a particular and necessary set of qualifications (mastery over tasks, specialized knowledge, expertise, or more generally a skill level); thusly qualified the worker is worthy of a higher title (rank)

and greater compensation (at a higher pay grade).” (3:49) The 1950s ushered in questions of how to retain experienced NCOs to maintain the new weapons of war.

4. Retaining qualified NCOs was a real-time problem for our Washington D.C. legislators. The main question raised, in 1957, by a U.S. Senate Subcommittee on the Armed Services Committee, was this: “Is the United States going to be ready, in an age of supersonic airplanes, nuclear weapons, and intercontinental missiles to defend itself against sudden attack...or will it be a force of inexperienced military personnel.” (12:16) NCOs in the 1950s, similar to sergeants in the 1770s, had no incentives to peak their interests in service to their country; this was still a hot topic for the U.S. Congress. The subcommittee also realized this was a serious problem and worked hard trying to develop a solution in the best interest of the United States. The best solution was to give the men already in the armed forces the incentive to stay and take on the higher responsibilities (those of the senior enlisted NCOs). (12:23) Congress re-emphasized these sentiments, in 1962, during a House of Representatives Armed Forces Committee Hearing. The Hearing, led by then Assistant Secretary of Defense for Manpower, Carlisle P. Runge, focused on a Basic Allowance for Quarters (BAQ) increase for NCOs on the same level as commissioned officers. He stated, “All of us know that any military organization...depends on the competence, dedication, and professional skill of these career noncommissioned officers...we support and agree to this measure.” (13:4826) The creation of two new paygrades added validity to the NCO’s new-found prestige.

5. The Military Pay Act of 1959 introduced two new paygrades, E-8 and E-9. Binkin and Kyriakopoulos stated, “The addition of the E-8 and E-9 grades and the corresponding

adjustments in the pay scale as central features...would pay people for what their services were worth...and reward outstanding performance, advanced skills, and military careers for high quality personnel.” (3:53) Pay was not the only area in the Armed Forces leading to the professional development of today’s NCO--increased emphasis on education and training was also a key factor.

6. Professional Military Education (PME) was the most important initiative that recognized the importance of the NCO. Our military education, from its infancy, had two tiers for different stages of a NCO’s career: NCO Leadership School (NCOLS) and NCO Academy (NCOA)--Air University later established the third tier in 1973. Strategic Air Command (SAC), under the leadership of General Curtis Lemay, established the first NCOLS in Upper Heyford, United Kingdom in 1953. (1:9) The course prepared young sergeants (E-4 and E-5 less than 12 years in service) for supervision and increased levels of leadership and management. (2:4) In the same year, Strategic Air Command General Order 10 established the first NCOA at Royal Air Force (RAF), West Drayton, United Kingdom. (2:8) The original tenets of these schools have changed over the course of forty-plus years, but the basic premise remains unchanged--preparing our young NCOs as tomorrow’s leaders. AFR 53-39, Noncommissioned Officer Professional Military Education, states, “NCO PME enhances the professional development of enlisted members by strengthening their ability to lead and manage while they gain a broader understanding of the military profession.” (6:3) The junior NCOs were not the only recipients of PME; the third tier, Senior Noncommissioned Officer Academy (SNCOA) followed twenty years later.

7. The creation of the SNCOA emphasized the continuing need for NCO military education. The course further prepared our senior enlisted leaders (E-8/E-9s) to acquire vital knowledge of leadership and management techniques to meet the hard-charging mission of the modern Air Force. The USAF Senior Noncommissioned Officer Academy Objective Plan, The AFSNCOA Plan for short, defined the tasks and objectives of this third tier of enlisted PME. The philosophy of the SNCOA says it all:

The position of the senior noncommissioned officer has greatly changed in recent years...today's senior NCO has been required to perform many management duties formerly carried out by commissioned officers. At the same time that his responsibilities and duties have increased, the military hardware, support systems, and the people he manages all have become more complex. These changes have emphasized the need for special management education for senior noncommissioned officers. (10:2-2)

General Lemay would be proud of how the PME schools he started, back in the 1950s, have grown. These schools have, indeed, advanced the NCO as the consummate professional in the United States Air Force. Further advances in our education system have also helped--mainly, the Community College of the Air Force.

8. The Community College of the Air Force (CCAF) gives enlisted personnel the broad background and well-rounded education where PME ends. The original idea of CCAF began in 1971 to improve retention rates and recruitment after the draft ended. (11:42) CCAF met the needs of a highly mobile airman. One day he's living at Robins AFB, and three months later he's walking off the plane at Keflavik Naval Air Station, Iceland--his own community college following him around the world. The concept of the CCAF, according to AFR 53-29, Community College of the Air Force Policies and Operating Procedures, is to "Enhance the role of education and training for Air Force enlisted personnel...and increase the prestige of the Air Force both as a military career and as a

foundation for a civilian career.” (8:--) CCAF, I believe, went a bit farther by specifically preparing our young NCOs for future management and supervisory roles.

9. Richard W. Booth, State University of New York, College of Technology, conducted a study on CCAF participation. He said, “The program provides a means to ensure the enlisted force is well educated in their technical specialty as well as in management and leadership.” (4:25) The NCO had also moved well away from the “general military skills” mentality from the 1940s. Booth went on to say, “The thrust (of CCAF) is to prepare the noncommissioned officer (NCO) to become specialized technicians and well prepared supervisors and managers. (4:5) Not only has CCAF emphasized the professionalization of the NCO, evenmore the creation of the Chief Master of the Air Force (CMSAF) position was the ultimate recognition.

10. The CMSAF’s role, according to AFR 39-2, Chief Master Sergeant of the Air Force, “Is to advise and assist the Chief of Staff and the Secretary of the Air Force in matters concerning Air Force enlisted members.” (5:--) CMSgt Paul W. Airey began his duties as the first CMSAF in 1967. The Air Force now had an enlisted member in direct contact with the Chief of Staff providing input on enlisted matters. The Chief of Staff, General J.P. McConnell, surmised that appointment best in the May 1967 edition of Airman Magazine. He said, “I felt that we were achieving a significant milestone in our progress toward the highest possible level of effectiveness in our enlisted corps...we have accorded further recognition to our NCOs and airmen of all grades for the greater responsibilities they are performing....” (9:--)

11. Our NCO heritage stretches back to European and English tradition. A time when NCOs barely made 4 shillings more than the average private. From the beginning, young officers were well aware of the pay injustice levied against the NCO, but were powerless to make the needed changes. World War II brought on technological advances in weaponry without the specialists to maintain them. These advances gave the NCO additional responsibilities, two new paygrades (E-8 and E-9 in 1959), and with them, the need for PME. PME gave NCOs the necessary tools to tackle the increasing leadership and management challenges. CCAF also propelled NCOs away from the “general military skills” mentality plaguing them for so long. Still, the ultimate recognition was the creation of the CMSAF position. The enlisted corps now had an enlisted advisor with a direct path to the Chief of Staff of the Air Force. Indeed, the professional NCO has evolved over a 200-year period. Who knows what challenges stand before us--maybe temporary duty on the space shuttle!

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file 19-11-4
J.L.S.

Enlisted Professional Military Education

“A JOURNEY THROUGH TIME”

1. Within a year of its establishment, the Air Force realized that noncommissioned officers (NCO) were professionals. Besides being technical experts, they needed education to become more effective leaders, supervisors and managers. This train of thought quickly created the need for professional military education (PME) for NCOs throughout the Air Force. Schools were established stateside and overseas within a matter of a few years. With this in mind, join me for a journey through the annals of time and experience the evolution of PME. Our journey will enhance your background knowledge of enlisted PME and be able to instill into yourself and your subordinates the importance and continuing need for it. This journey will take you in ten year increments from 1950 to the present and look at various aspects, to include; the establishments of schools, the creation of regulations, changes in curriculum, the development of correspondence courses, and the qualifications needed to attend. Let's turn back the hands of time and begin with the 1950-1959 timeframe.

2. During the years of 1950-1959, the Air Force went through many growing pains in determining what was required for its enlisted forces' professional education. As previously stated, the Air Force realized early on that it was not enough for enlisted members to just be efficient in their career fields. It was important that NCOs had the abilities and capabilities to be able to influence their subordinates and uphold the standards, customs and courtesies of the military profession. The upper echelon was beginning to acknowledge the vital role the NCO played in the effectiveness of the Air Force and the need for professional education was becoming more apparent. The drawdown of the officer corps after both World War II and the Korean conflict reemphasized the importance of having qualified NCOs capable of accepting increased middle management responsibilities. Was it really that important to provide this professional training to the NCO technician? Elliott D. Smith, in his 1946 thesis entitled,

Fundamentals of Professional Education provided these thought provoking comments. “When technicians leave the sheltering environments of their laboratories and drafting rooms , they are in danger of finding their personalities have been over-narrowed by an exclusively technical education. When they progress to a level in their career where leadership calls for power to deal with men,...they are likely to find they lack competency.” (15:8) Once the Air Force accepted that a true need existed, schools were established within various major commands, at their own expense, even prior to an Air Force regulation being created. Two good examples were the NCO academies at West Drayton, England, under the command of SAC’s 7th Air Division (AD) and at Orlando AFB, Florida, under the command of Military Air Transportation Service (MATs).

3. West Drayton had the notoriety of being the first academy started in the Air Force. After opening its doors on 3 Nov 1952, 625 students from all major bases within 7th AD’s realm and some Third Air Force personnel completed the course of instruction during the first year of operation. The initial curriculum consisted of sixty lectures on the following subjects:

Leadership, Personnel Management, Drill and Command, Safety, and Customs and Courtesies of the Service. The first two classes were two weeks in length, but afterwards, the course was lengthened to three weeks and the curriculum was adjusted and stabilized. By mid-1953, the school had proven itself to be a definite management improvement factor that counteracted the losses of officers which took place during the latter part of the year. 7th AD felt that during this period of austerity, when it was expected to expand its organization and mission, the academy proved to be exceptionally worthwhile. (14:143-149) SAC went on to establish three other academies shortly afterwards.

4. In the states, other commands were getting on the bandwagon. MATs was prompted to establish their academy at Orlando AFB, Florida, as Air Force interest grew into establishing a

standard academy curriculum. A proposed regulation was presented during a MATS sponsored conference in August 1956. Since many major commands were not comfortable with this draft regulation, a revision, based on MATS academy plan, was set to be reviewed at a later date. In 1956, MATS graduated over 1,000 NCOs in eight classes with about a two percent failure rate. Many favorable comments were received back from commanders who considered the training worthwhile in time and effort. (13:121-122) It was becoming more apparent that NCO academies were proving their value and were providing a needed education to NCOs as their roles were expanded throughout the Air Force.

5. In January 1957, the first regulation finally hit the street. Its intent was to standardize and establish operational criteria for major command NCO courses. The new regulation was entitled AFR 50-39, Training, NCO Training. The mission statement at this time was simple and direct. "The mission of the noncommissioned officer academy is to assure that the noncommissioned officer is aware of his full responsibility and to increase his ability to fulfill his proper role in the Air Force." (3:1) AFR 50-39 levied all responsibilities of establishing and operating NCO academies and leadership schools to the commands, which they had been doing all the along. Four specific types of training/courses were outlined: NCO Preparatory Training, Senior NCO Academy, Accredited Senior NCO Academy and Accredited NCO Preparatory Training. The accredited academy courses had syllabuses attached to the regulation with defined course lengths and rank eligibility for attendance. The accredited Senior NCO Academy accepted E-6/E-7s and the accredited NCO Preparatory Training was designed for the E-4/E-5 ranks. Eventually these two courses evolved into the NCO Academy and NCO Leadership School, respectively. Establishing accredited courses was the goal here and listings of the accredited schools were first compiled, as required by AFR 50-39, in October 1957. This first listing contained 22 accredited

NCO Preparatory Training locations and 8 Senior NCO Academies. By March 1958, the listing had grown to 53 and 12, respectively. The initial syllabuses for the accredited schools outlined a course of instruction encompassing 220 hours (5 weeks) divided over 12 topics for the Senior NCO Academy and a course of instruction encompassing 120 hours (3 weeks) divided over 13 topics for the NCO Preparatory Training. (3:--)

With NCO academies and preparatory schools being in full swing, the 50's came to a close, but innovations and changes were the course of action during the 1960's.

6. Although AFR 50-39 was only changed twice between 1960-1969, the changes were significant. First off, the August 1960 revision only contained two courses, the accredited NCO Academy (NCOA) and the Accredited NCO Preparatory School (NCOPS). The academy was designed for E-6 through E-9s. The establishment of the E-8 and E-9 grades occurred upon the dissolution of the Air Force warrant officer ranks. The preparatory school eligibles remained at the E-4/E-5 grades. The 1965 revision of AFR 50-39, changed the title of the regulation to NCO Professional Military Education and the preparatory school become known as the NCO Leadership School (NCOLS), because that is what the lower ranks were being taught--to become leaders. The course lengths were increased for both schools; 225 hours for the NCOA and 130 hours for NCOLS. Course consolidation also brought the number of topic areas down from 13 to 9 for the NCOA and from 13 to 8 for NCOLS. Another boost for attendees of either course was the creation of an awards program within each school. They were honor graduate (excellence as scholar and leader), academic award (excellence as scholar), commandant's award (excellence as leader) and distinguished graduate (top 10 percent of class excelling as scholars and leaders with the *honor graduate* being the highest). (4:1-6)

HQ USAF also gave themselves the responsibility of convening conferences every two years for commands and academy representatives to discuss

policies and operations. As can be seen, professional military education for the enlisted force had really taken hold and was not destined to go away. Students themselves really appreciated the opportunity they had for professional development. During the mid-60's, major command academies noted that all academic aspects of their course of instructions were rated 4.5 or above on a 5 point scale by their students. Graduates felt they had substantially improved their job performance by attending the academies and commanders were also enthusiastic about these improvements. (12:59) There were now 10 accredited academies and 37 accredited leadership schools.(4:2) The only lull in all this activity was when SAC temporarily closed all its NCO school facilities in March 1966 because of manning problems related to the conflict in Southeast Asia. (12:57) Yet, enlisted PME continued on, always looking for ways to improve, enhance and expand the education and training required for our enlisted personnel. The 1970's did not disappoint us.

7. Between 1970-1979, AFR 50-39 went through four revisions. The January 1970 revision added the authority to wear the NCO Academy Graduate Ribbon, allowed allied NCOs to attend command schools and gave the authority to organize and establish the NCO Academy Graduate Associations. The regulation continued with condensing the NCOA curriculum down to five areas: Military Studies and Activities, Leadership and Management, Communication Skills, World Affairs and Commandant's Time. The hours still remained at 225. The NCO Leadership Schools course of instruction remained the same; eight topic areas /130 hours. (5:--) The most significant change to occur in the 1970's was the activation of the USAF Senior NCO Academy (SNCOA), at Maxwell AFB-Gunter Annex, Alabama, under the command of Air University in 1972. Its mission was simply to prepare selected senior NCOs for greater responsibilities and capabilities that were more commensurate to their ranks and the positions they were stepping

into. The NCO Academies were no longer fulfilling the educational needs of the senior ranks. Major General E.G. DuPont, Assistant DCS/Personnel, HQ USAF, outlined his concerns, in a letter to AFPTR, in November 1969. In this letter he states, “ The need for an executive level course of instruction for selected senior noncommissioned officers has been apparent for some time...Experience with the Top Three NCO reenlistment effort disclosed many senior NCOs do not really understand the young people who make up a significant portion of the Air Force...Supervisors with archaic attitudes have difficulty challenging today’s sophisticated and better educated young airmen...many (senior NCOs) are working in positions that once were filled by officers. While we strive for an all college educated officer force, little has been done to better equip our senior NCOs for positions of greater responsibilities.” (11:1) The USAF SNCOA educational philosophy indicated the belief that the senior NCO brought some developed competency in the curriculum to begin with and also knew enough about himself and his needs in order to play an active role in his own education. (10:2) AFR 50-39, clearly defined the establishment of the USAF SNCOA with responsibility for the development and update of its curriculum levied on Air University (AU). The course length was initially set at nine weeks, with E-8s with less than 23 years TAFMS and E-9s with less than 25 years TAFMS being eligible to attend. More selective criteria was also established regarding weight standards, control rosters, EPR ratings and retainability. Similar selection criteria and eligibility requirements were added to the other schools. The NCOA was now accepting E-5s (7 level) with 12 years TAFMS, E-6s with 18 years TAFMS, and E-7s with 21 years TAFMS. E-8/E-9s could still attend command NCOAs with no limit in TAFMS and based on needs. The NCOLS was held for E-4/E-5s with less than 12 years TAFMS, plus their course of instruction increased to

136 hours, divided into five topic areas. Commanders could waive selection/eligibility criteria for NCOLS and NCOA, but not for the USAF SNCOA. (6:1-5). The year 1974 brought in a new concept for completing PME--Correspondence Development Courses (CDC). The USAF SNCOA prepared the instructional material, and ECI activated the USAF Senior NCO Academy Nonresident Course in January 1974. By November 1974, a similar CDC should be available that would parallel MAJCOM NCO Academies. (1:19) A new alternate way of educating the NCO had arrived! The realization that not everyone would be able to attend an academy in-resident did not prevent them from being able to obtain the knowledge and education gained at these schools through CDCs. With the introduction of the senior airman (SrA) E-4 grade, the 1978 revision of AFR 50-39 was significant. Now enlisted PME was a five phase program designed to begin at the SrA level up through CMSgt. The five phases of enlisted PME were: Phase I - NCO Orientation (19.5 hours, SrA), Phase II - USAF Supervisory Course (52 hours, Sgt/SSgt), Phase III - NCO Leadership School (140 hours, 3 weeks), Phase IV - NCO Academy (230 hours/5 weeks) and Phase V - USAF SNCO Academy (360 hours/9 weeks). AU was also given the added responsibility of helping in curriculum reviews for all five phases of PME, administered the PME CDCs and was to be a consultant to MAJCOMS in developing their PME programs. (7:--)

The popularity of completing CDCs did not preclude attending the NCO or SNCO academies in-residence, but an individual could no longer decline solely based on such completion. The 1978 regulation also provided a defined curriculum of the SNCOA, but it was removed by the 1981 revision. While the 1970's dramatically enlarged and enhanced the professional military education for enlisted forces, the 1980's were spent streamlining the programs and procedures.

8. The 1980's started off relatively quiet in the PME world, with minor changes to AFR 50-39, such as curriculum changes and a small increase in hours for each PME phase. NCOLS graduates were also given authority to wear the NCO Academy Graduate ribbon and join the NCO Academy Graduate Association. The curriculum for the USAF SNCOA had been removed and the regulation only outlined policy eligibility and selection procedures for Phase V. The title of AFR 50-39 changed to reflect the fact that first level civilian supervisors were also allowed to attend Phase II (USAF Supervisor's Course). By 1983, however, PME was no longer referred to in phases, and Phase I and II had been deleted. These deleted courses were replaced by the 60 hour NCO Prep Course which was intended for A1C and SrA. This course was created to prepare these two ranks for their first supervisory positions. Civilians were no longer eligible to attend any PME after the deletion of Phase II and the title of AFR 50-39 was subsequently changed back to NCO Professional Military Education. (8:1) PME stayed fairly constant for the remainder of the 1980's, but changes were just around the corner as the 1990's came into view.

9. The first noticed change in the 1990's came with AFR 50-39 being redesignated as AFR 53-39. Same title, but the regulation had been transferred from the training series to the school series regulations. The objective stated in the beginning of the newly designated regulation has been enlarged and expounded upon. Now it read, "NCO PME is a four level program designed to prepare Air Force enlisted members for positions of greater responsibility. The program is designed to provide varied leadership skills required at each level of enlisted supervision and management throughout the Air Force. NCO PME enhances the professional development of enlisted members by strengthening their ability to lead and manage while they gain a broader understanding of the military profession." (9:1) What a far cry from the mission statement of

1957! AFR 53-39 combined policies and procedures for NCOLS/ NCOA and also retargeted the TAFMS for NCOLS, NCOA and SNCOA attendance, with selected E-7s being allowed to attend the senior academy. At this time there were 61 active leadership schools and 18 active academies. But the NCO PME regulation did not escape the “new age” of streamlining regulations and became Air Force Instruction (AFI) 36-2301, Professional Military Education, in 1994. All PME, officer and enlisted alike had been combined. Professional education was just that--professional, regardless of rank. With the advent of the AFI, all PME came under the AU umbrella. The College for Enlisted PME was also established and was responsible for program funding for all PME programs. Selection for attendance to the SNCOA was moved to HQ AFMPC (HQ AFPC, today) and they allocated the quotas for NCOA to the major commands. In-residence was the attendance requirement for all of the schools and with the removal of the E-4/Sgt rank, NCOLS was renamed Airman Leadership School (ALS). Stipulations were placed on assuming ranks based on completion of one of the three schools. Staff sergeant could not be worn until completion of ALS, the rank of Master Sergeant could not be assumed until the completion of NCOA and putting on Chief Master Sergeant was contingent on successfully completing the SNCOA. (2:1-4) Attending PME became synonymous with sewing on certain promotions. Prior completion of PME requirements no longer satisfied or replaced the mandatory in-resident requirement. In fact, correspondence courses were no longer available for the active duty enlisted. All PME eligibility requirements were moved to Air Force Catalog (AFCAT) 36-2223, USAF Formal Schools and the AU Catalog. Everything regarding PME came under one roof. Officer and enlisted professional military education requirements were being handled at the same professional level they were both entitled to.

10. In retrospect, we have come along way since the first NCO PME school was established in West Drayton, England in 1952. After WWII and the Korean conflict, many NCOs were taking over positions formerly held by officers and the military recognized the need for the enlisted force to have professional military education. Once this educational need became apparent, major commands did not hesitate to get on the bandwagon. The Air Force's determination that PME requirements for all Air Force's enlisted personnel needed to be standardized, brought about the creation of AFR 50-39 in 1957. While this new regulation kept the responsibility of the academies and leadership schools at the major command level, it established four types of courses/training that MAJCOMs could select from. As the military moved into the 1960's, schools were tailored down to just two, the Accredited NCO Academy and the Accredited NCO Preparatory School (later changed to the NCO Leadership School). Course lengths were increased during this timeframe and topics were beginning to be consolidated. The creation of the awards program came into existence, which allowed school attendees to be recognized for excellence as a scholar and/or leader.

11. The 1970's really brought some changes to the NCO PME world. The regulation was revised four times with the significant revision being the establishment of the USAF Senior NCO Academy. It was felt that the NCO Academies were no longer fulfilling the professional educational needs of the top two senior ranks (E-8/E-9). Again, many senior NCOs were filling positions previously held by officers, but were not properly prepared for positions of greater responsibilities. More selective criteria was established on who went and when they went to the various schools. Additional courses were created by the late 1970s due to the introduction of the new rank, Senior Airman. The development and introduction in 1974 of CDCs provided an alternate way to educate the NCO when attending an academy in-residence was not feasible. By

1978, there were five phases of PME, designed to educate enlisted personnel during all aspects of their career: NCO Orientation, USAF Supervisor's Course, NCO Leadership School, NCO Academy and the USAF SNCO Academy. Once the hectic 70's were over, the 1980's were spent streamlining programs and procedures. The new 50-39 removed the term "phases" from the enlisted PME world and replaced the first two deleted PME courses with NCO Prep Course designed for first time A1C and SrA supervisors. By the time the 1990's came into view, the regulation had a new designation, AFR 53-39. It had been moved from the training series (50) to the schools series (53) regulations. The targets (TAFMS) of when enlisted personnel should attend each PME level were lowered and MSgts were being allowed to attend the SNCOA. The number of active leadership schools and academies was going strong, with 61 NCOLSs and 18 NCOAs. In 1994, many regulations had been converted to AFIs and AFR 53-39 was not ignored. It became AFI 36-2223 and encompassed all PME requirements, officer and enlisted. Air University became responsible for all PME requirements and the College for Enlisted Professional Military Education was established. Attending leadership school and the academies became mandatory for the assumption of the ranks of SSgt, MSgt, and CMSgt. Correspondence courses were no longer available for active duty members and prior completion of CDCs did not preclude the mandatory requirement of attending a course in-residence. We've come a long way since the 1950's, but it has been a fruitful and fulfilling journey. With this historical knowledge in hand, instill in your subordinates the importance of PME and show them the many long and hardworking years the Air Force has strived to get us where we are today. The NCO has come to be fully recognized as an individual entitled to the benefits of a professional education and the Air Force has not rested since those doors first open at West Drayton in 1952.

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BACKGROUND PAPER

ON

THE HISTORY OF AIR FORCE IN-RESIDENCE ENLISTED

PROFESSIONAL MILITARY EDUCATION

(ACTIVE DUTY)

When the United States Air Force began on September 18, 1947 there was no such thing as Enlisted Professional Military Education (PME). In fact even the concept was undefined. This paper will highlight some of the key developments of Air Force NCO PME as it progressed from its beginnings to the centrally administered and standardized programs we have today.

In the early days of the Air Force, Enlisted personnel were thought of as either soldiers or technicians. Noncommissioned officers had the image of "tough-talking, rough acting, pear shaped martinets whose mission in life appeared to consist of bellowing orders to hapless recruits" (19:56). It was generally accepted that they needed only basic and occupational training. Because the Air Force relied so heavily on advanced technology, the role of the NCO as an advanced technician began to emerge. In fact, when the Air Force replaced its warrant officers with "super grade" NCOs (E-8, E-9) in 1959, they were initially thought of as advanced, highly skilled, technicians (23:2). However some insightful leaders saw things a little differently. General John K. Cannon and General Curtis E. LeMay both took action which led to the establishment of institutionalized NCO PME. But the words of General J. P. McConnel, Chief of Staff USAF, as he addressed his MAJCOM commanders, best summed up the role being assumed by the NCO corps and the need for NCO PME: "The authority vested in NCOs is different than of that vested in commissioned officers only in degree. The closeness of NCOs to their subordinates in carrying out their daily responsibilities sets a most serious and exacting task "(19:57).

SMSgt Johnson/SNCOA/Sem-11/5107/wrj/4 May 94

The US government came early to believe in the need for PME for Officers. In 1875 Major General Emery Upton, USA, was sent to Europe to review their many forms of PME. His findings and recommendations led to the establishment of the Army Command and General Staff College and finally the Army War College in 1904 (1:4). This set a pattern for the development of Officer PME which unfortunately, NCO PME did not follow. Shortly after the formation of the Air Force, the Air University was established. General Carl Spatz defined its mission as follows: "Training Command [now AETC] will provide all phases of individual training *except* the higher education carried on in the Air University and the unit training conducted in the combat commands" (1:6). This definition tended to define Officer PME as a Service responsibility and all other AF learning as training with a MAJCOM or lower unit responsibility. As we will see, the origins of NCO PME, unsurprisingly are rooted in the MAJCOM.

On 23 November, 1949, Brigadier General Upthegrove signed United States Air Forces in Europe (USAFE) General Order No. 207, establishing the USAFE Academy. According the USAFE unit history of January -- Jun , 1950, the stated purpose was to: "Indoctrinate USAFE airmen [probably meant NCOs] of the first three grades with the principles of leadership, organization and management" (17:248). The history further states that "these airman tend to become lax in their conduct and have failed to perform duty commensurate with their grade" (17:248). The editorial comment in the previous quote (suggesting NCOs was meant instead of airmen) is believed correct because later in the history CINC USAFE is noted to have commented that he felt the Academy was necessary because it was essential for his *non-commissioned* officers to "play a more vital role in the Command" (17:248). After the first six classes (total of 850 students) had been completed, the school was closed for a month in order to conduct a survey of both the attendees and their commanders. The results were overwhelmingly positive. So good, in fact, the school curriculum was expanded and opened to junior commissioned officers (17 :247-250).

Not to be outdone by USAFE, the 7th Air division (Strategic Air Command) deployed with the Royal Air Force in West Drayton, England, developed their own NCO PME school. At the direction of Major General John P. McConnell, it was established on 3 November, 1952 (1:8). Some studies (1:8; 19:57) identify this school as the first NCO Academy. This is probably because the USAFE school, even though established earlier for NCOs, came to admit junior commissioned officers. The first class of the

7th Air Division NCO Academy consisted of twelve, seven-skill-level master sergeants. The stated course objective was to "provide NCOs with an effective approach to the solution of those problems encountered in leadership" and "To prepare the NCO to project more effectively his queries, recommendations, and solutions..."(1:8-9). General Curtis E. LeMay, CINCSAC, was guest speaker at this first graduation . He was very impressed the school and the interest he showed would soon manifest itself in even greater progress for NCO PME (1:8-9).

When General LeMay returned to HQ SAC, he ordered work to begin on a draft regulation formally establishing NCO PME under SAC control at the 2nd, 8th, and 15 Air Forces as well as the 7th Air Division. The regulation was ready for signature on 2 January, 1954 and was titled SAC Regulation 50-23, Non-Commissioned Officer Academies (16:--). Finally NCO PME was supported and sanctioned at the MAJCOM level; however, the regulation stated that operational control was the responsibility of the Numbered Air Forces. A somewhat curious statement appeared in paragraph 3.a of the regulation; the number one objective was to: "...reinstate the senior NCO as a leader, not to teach the junior NCO how to become one." Section 3.e read "Reestablish through the exercise of leadership, command and traditional customs and courtesies, the esprit-de corps requisite to an effective NCO corps." Section 3.g states a need to develop "...military bearing, forcefulness, and self-confidence..." in the NCO corps (16:1-2). These statements indicate that the drafters of SAC Reg 50-23 felt there was something lacking in the NCOs of that era. The author believes this could be a result of the emphasis which had been put on the NCO to be a competent technician rather than a leader.

Col Estes of the 12 Air Division in SAC had another idea. He felt that non-flying officers had been usurping the authority which should have been rightly invested in noncommissioned officers resulting in centralization of authority. He believed this was lowering the morale among the higher ranking noncommissioned officers. While other SAC divisions were forming NCO PME schools to increase the effectiveness of the NCO, the 12th chose to meet the problem with a program of re-writing job descriptions and admonishing officers to "...not revert back to the old system." (20:5). While Col Estes had probably identified a valid cause of NCO effectiveness, preparation of the NCO through PME is still necessary. In fact, giving NCOs authority without training and education could have set them up for failure.

Another SAC initiative in NCO PME was the emergence of NCO leadership schools. The first was established at Upper Heyford in England in 1953. These courses were originally called NCO preparatory schools and were designed along similar lines as the academies but with the idea of teaching airman what they needed to know before assuming the rank and status of NCOs (19:57; 1:9).

Military Air Transport Service decided to follow SAC's lead. On October 19, 1954, it opened its own NCO Academy at Orlando Air Force Base, Florida. General George Cassady of MATS Continental Air Division and General Moore, MATS Chief of Staff felt that the 12,000+ NCOs of MATS needed their own Academy. They assigned Major Donald Brent the task of surveying the highly successful SAC Academies and selecting a suitable site for the MATS Academy (15:--).

The next big step for NCO PME came on 30 January, 1957. On that date, Air Force Regulation 50-39, Noncommissioned Officer Training was signed by General N. F. Twining, USAF Chief of Staff. This short document (just over one page) standardized and sanctioned NCO PME at the Air Force level. It stated the mission of NCO PME was to "... assure that the noncommissioned officer is aware of his full responsibility and to increase his ability to fulfill his proper role in the Air Force." It identified two levels of NCO PME: NCO Preparatory Training -- a short course conducted at base level to prepare airmen for the duties and responsibilities of noncommissioned officers, and the Senior Noncommissioned Officer Academy -- a centrally located in-residence course conducted by the MAJCOMs. Also, it laid out the first requirements for accreditation and standard curriculum for NCO PME. The Preparatory schools were required to provide at least 120 hours of instruction and the Academy at least 220 hours. A total of 22 NCO Preparatory schools and eight Academies were identified as accredited (2:--). Note the Name "Senior NCO Academy". This title in no way was meant to suggest that only E-8s or E-9s were to attend. In fact, those grades were not even established until 1 September, 1958 (23:1). Use of this term would cause confusion for a number of years as indicated by reference to it in an article in the Air Review Journal on NCO PME in 1966 (19:57). While this regulation did much to standardize NCO PME, it left the actual operation of schools and selection of students up to the MAJCOMs (2:--).

In 1960, AFR 50-39 was updated with only minor changes. The term "NCO Preparatory Training" was changed to "NCO Preparatory School" and "NCO Senior

Academy" was changed to simply "NCO Academy". Also the requirement to establish and effective graduate evaluation program was added (3:--).

AFR 50-39 was not updated again until 17 September, 1965. Minor changes had enlarged the regulation to 1 and 1/2 pages. For the first time, the regulation authorized awards for outstanding performance by NCO PME students. They consisted of : Honor Graduate, for the highest achievement as both a leader and scholar; Academic Achievement, for excellence in scholarship; Commandant's Award, for excellence as a leader; and Distinguished Graduate, denoting the top ten percent overall highest achieving students. Also, for the first time, the regulation required an annual report to be compiled on number the graduates, accreditation status, and class schedules, and sent to HQ USAF (4:--).

On 17 June, 1970, 50-39 was again updated. This time the mission statement was altered to read: "The mission of the NCO Academies and Leadership Schools is to insure that selected noncommissioned officers are able to fulfill their roles in the Air Force." (5:1). In a totally new development, the wear of the NCO Academy Graduate Ribbon was authorized. This version of 50-39 encouraged the formation of graduate associations and required the host commands to publish a list of active associations. For some time, certain selected NCO academies had instituted graduate associations for their own purposes. For example, in 1955 SAC's Eight Air Force Academy had an active graduate association at the 506th Strategic fighter Wing with the charter of "...Advising the commander on moral conditions, esprit de corps, military bearing and to make recommendations for the solutions of problems known to exist (12:3). In an attempt to encourage standardization between academies and leadership schools, the regulation now encouraged commandants to visit schools of other MAJCOMs (5:--).

On 17 January, 1972 a significant milestone in NCO PME was reached -- the establishment of the Senior NCO Academy (SNCOA) by USAF Decision Number D-72-8. Shortly after, on 1 July, 1972 Air University Regulation 23-23, USAF Senior NCO Academy was published. The stated mission of the SNCOA was to "prepare selected senior noncommissioned officers for positions of greater responsibility by improving and broadening their leadership and managerial capabilities and by expanding their perspective of the military profession." (14:1) This was the first time the phrase "military profession" was used in an official regulation in reference to NCO PME. The most noted organizational difference between the SNCOA and lower level NCO PME

was that there was only one school and it was assigned to Air University instead of a MAJCOM (14:--).

Almost immediately after its inception, the SNCOA became embroiled in controversy over the subject of student evaluation. The original concept of evaluation was to allow the student, with the help of the instructor, to set goals for personal growth and learning. A quote from a letter written by Maj Fred Petty, Chief, Evaluation and Research Division of the SNCOA to the SNCOA Commander in March, 1972, summarizes this concept: "Progress is [currently] measured in terms of introspective analysis with the passive assistance of the seminar advisor. The student is not graded in comparison to his fellow students, he is not graded in relation to his attainment of school objectives; he, in cooperation with the seminar advisor, analyzes his own performance and measures his own progress toward his personally identified goals." (21:2) Major Petty goes on to explain that while he realizes this form of evaluation is popular with the students, it does not allow for proper measurement of educational goals. He cites three objectives which he feels are essential to the mission of the SNCOA that can only be satisfied by comprehensive testing: providing the basis for research into curriculum improvement; providing a means of identifying outstanding students; and providing a means to report program effectiveness to higher headquarters (21:5). Apparently, Maj Petty's letter made a very convincing argument as to the importance of a rigorous evaluation program. On 11 September, 1972, he wrote a Memo for Record indicating he had convinced the SNCOA/CC and members of the Air University staff to institute comprehensive testing for all proceeding classes (22:--).

The formation of the SNCOA brought changes which required another update to AF Regulation 50-39. The 25 April, 1973 version, contained much added information on the SNCO Academy; but there were some other important changes. The curriculum of all PME phases were updated and six additional hours were added to the leadership school. Most notable, was the addition of information on contemporary social issues (6:--).

By 4 October, 1974, AF Regulation 50-39 had grown to more than four pages in the basic regulation plus three attachments for a total of ten pages. A major change in policy was implemented which restricted attendance of the NCO Academy by E-8s and E-9s (due to the existence of the SNCOA). It also prohibited the attendance of the

SNCOA by personnel with an approved retirement date or less than 2 years of service left before reaching mandatory retirement (7:--).

At the next update of AF Regulation 50-39 in April, 1978, it increased in size to 24 pages. For the first time the regulation recognized the NCO Orientation Course and the USAF Supervisors Course as part of the officially sanctioned PME system. Variations of these courses had long been taught at base level without the benefit of a standard curriculum or support from higher headquarters; now they had both. Also, for the first time, completion of NCO PME was used as a requirement for promotion. Paragraph 8 stated "Each airman who was promoted to E-4 on and after 1 June 1976, must complete the NCO orientation course as a prerequisite for appointment to NCO status" (8:4). Again, course lengths were extended with the NCO leadership school going to 140 hours and the NCO Academy to 230 hours (8:--).

The next updates of 50-39 occurred in April of 1981 and January, 1984. These versions contained little in the way of significant changes. Notable was a format change in which the regulation was organized into separate chapters for each phase of NCO PME (9:--; 10:--).

The next change, however, was very significant. In fact, 50-39 was replaced by an entirely new regulation: 53-39. This change aligned NCO PME under "schools" instead of "training". While this change was mostly symbolic in nature, it was significant in the fact that NCO PME could now be officially categorized as education, like Officer PME, instead of occupational training. Attachment two of this regulation identified 18 active NCO Academies and 61 active NCO leadership schools (11:--).

NCO PME has come a long way from its beginnings in USAFE in 1949. The emphasis has changed from correcting deficiencies of airmen(17:248) and "...reinstating to the proper role..." (16:1-2) to "...expanding their perspective of the military profession." (11:1). There is however, another major step currently in progress which promises to further enhance the status, prestige, and professionalism of the Air Force NCO. That is the establishment of the College for Enlisted Professional Military Education (CEPME)

The CEPME was activated on 15 November, 1993 with the mission of "...to prepare the Air Force's enlisted corps for positions of increased responsibility through

professional military education" (18:--). Now the responsibility and authority for development of curriculum and standards are consolidated in one organization. The more than 42,000 yearly graduates of Air Force NCO PME can look forward to an ever increasing quality of education. While this consolidation is not yet complete, new developments are already under consideration. The premier issue of a professional journal with articles written by, for, and dedicated to the Air Force NCO could be just around the corner (18:--).

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History of the USAF



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MAXWELL AIR FORCE BASE, ALABAMA

eling instructors were usually recent graduates of factory courses.

Tech TAF also managed an important on-the-job training advisory service. Since formal schooling could not supply all of the required instruction, the combat commands had to provide on-the-job training. The commands also used this method to broaden and extend the knowledge and skill of their technicians. Specialists from Tech TAF furnished teaching materials, established courses, and evaluated the results of training conducted in other commands.

Professional Education

Professional education in the Air Force suffered a temporary setback during the first year of the Korean War. The war and the expansion required the services of most of the senior and flying officers who would ordinarily have made up the student body of the professional courses. Headquarters USAF decided, however, that the professional schools should not be closed entirely.

Air University consolidated and shortened most of its courses and intensified instruction during 1950-51. During 1952 and 1953 the schools of Air University gradually built back to their pre-Korean War status. The Air Command and Staff School added several courses, especially in the types and uses of air weapons, and expanded its student body as much as housing facilities permitted. By 1953, the school was graduating about 1,950 students a year from 11 courses. The Air War College, which had been suspended for a while during 1950-51, had about 160 students enrolled by the end of 1952 but did not expand beyond that figure.

The Air Force Institute of Technology was transferred from Air Materiel Command to Air University in April 1950. It took on new importance even though it had to restrict its program to essential courses in scientific and technical fields during the first year of the Korean War. In January 1951 it began a resident graduate program with the enrollment of eight officers in an advanced engineering management class.

Through its Resident College, Civilian Institutions Program, and Installations Engineering School, AFIT offered graduate programs in engineering and industrial administration and senior-level undergraduate programs in the engineering sciences. Located at Wright-Patterson AFB, the institute was in an excellent position to prepare stu-

dent officers to cope with the growing technological problems of the future.

AFIT did not expand its Resident College program above 300 students a year, partly for lack of facilities, but the number of students sent to civilian colleges and universities increased from about 600 in 1951 to about 900 in 1953. Air University continued to give considerable training in foreign languages, sending people to civilian colleges and to the Army's language school at Monterey, Calif. In June 1953 the Foreign Service Institute of the Department of State established a language course for Air Force personnel serving with Latin American missions. Altogether, the Air Force furnished instruction in about 38 different languages and dialects.

Two educational programs supervised from Headquarters USAF gained added importance in 1952 and 1953. The first, called Operation Bootstrap, was intended to raise the general educational level of Air Force officers and airmen by enabling them to attend college in off-duty hours. By 1953 over 200 colleges and universities were participating in the program and about 100,000 students had enrolled in courses. Operation Midnight Oil assisted troops to become more proficient in their specialties by taking correspondence and extension courses in their spare time.

Air Force ROTC

The major source of junior officers after World War II was the Air Force Reserve Officers Training Corps (AFROTC). This expanded rapidly after 1950, the number of colleges and universities with AFROTC units growing to 187 in 1953. In August 1952, Air University took over administrative responsibility for ROTC from the Continental Air Command.

The Air Force ROTC program began to run into difficulty in late 1952 and early 1953. Men qualified for and willing to undergo flying training were needed most, but only a small percentage of ROTC students volunteered for flying. In March 1953 the Air Force had to restrict the number who could enroll in the nonflying specialties and considerably reduce the whole AFROTC program. Although this action caused a good deal of concern in the educational institutions, the Air Force could afford to train only men needed in the active establishment. To encourage volunteers for flight training, the Air Force cut their active tours of duty to three years. Since the proportion

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schools. The remainder received on-the-job training in their first assignments.

During the fall and winter of 1950-51 enlistments increased so rapidly that the Air Force had temporary difficulty in accommodating the recruits. Lackland and a part of Sheppard AFB were the only basic training centers at the time. By January 1951, after the number of men in basic training had increased to 67,800 from the 13,600 of the previous July, Lackland became seriously overcrowded. More than 19,000 men were sleeping in tents, and the "Lackland story" received nationwide publicity. Senator Lyndon Johnson's investigating subcommittee severely criticized the Air Force for accepting more men than it could house, but the stories of a pneumonia epidemic, high incidence of AWOL, and suicides proved to be unfounded.

The Air Force maintained that it needed large numbers of men and was justified in taking them when they were available. Secretary Finletter admitted, however, that the Air Force had made a mistake in not coordinating enlistments more closely with base facilities. Overcrowding was remedied by reducing basic training from 13 to 8 weeks, by using Lackland only as a processing center during January 1951, and by suspending enlistments entirely between January 16 and February 1. On the latter date Sampson AFB, N. Y., opened as a basic training center, and in March 1952 another center opened at Parks AFB, Calif.

By January 1951, ATC had begun expanding its facilities to meet the increased need for technicians. Within six months the number of airmen graduating from technical schools had nearly doubled. The six schools already operating went on multiple shifts, and a new one was established at Amarillo AFB, Tex. In addition, the Air Force contracted with civilian schools to instruct airmen in aircraft maintenance and related technical subjects. Factory schools taught key people to operate and maintain new equipment. By mid-1951, 21 percent of the USAF technical students were being taught in civilian schools.

As a part of its policy to emphasize the military applications of atomic energy, the Air Force stepped up training in the use of atomic energy weapons. Beginning in 1952, officers and airmen received orientation courses at Air University, aircrews were instructed in the delivery of weapons, and technicians received training in the assembly of arms. ATC also established courses in radiolog-

ical defense and in the maintenance of instruments for detecting radiation.

In February 1952, ATC undertook another great expansion of technical training in response to the 143-wing program. More use had to be made of the civilian contract and factory schools. Between July 1951 and June 1952, about 5,000 Air Force technicians went to factories for instruction on new equipment. The Air Force spent more money for factory training during these 12 months than during any year since World War II.

By spring of 1953 the Air Force could foresee that the technical training establishment would not long be able to do its job. Already, despite the relatively high graduation rate and additional on-the-job training, the Air Force faced a critical worldwide shortage of technical supervisors and highly skilled workers. The big problem, however, lay just ahead. The large number of men who enlisted after the outbreak of war in Korea would become eligible for release in 1954 and 1955. Not only would they have to be replaced, but many more would have to be trained to take care of the Air Force's planned expansion.

Most of the technical training was handled by schools at Sheppard AFB, Tex., Keesler AFB, Miss., Scott AFB, Ill., Lowry AFB, Colo., and Chanute AFB, Ill. Training displays of aircraft engines were used to train engine mechanics. As the courses progressed, the displays grew in size and detail until the students became thoroughly familiar with every part of the engine and its functions. Instructors used the same methods in courses on radio, radar, and other machinery.

Rapid changes in operational equipment complicated the training task. Before new aircraft could be assigned to a combat unit, trained men had to be on hand to maintain and operate them. Technical schools were among the first units to receive new models of planes and equipment so that men could learn to maintain them before they appeared in quantity. Whenever the Air Force changed the types or numbers of aircraft in production, Tech TAF made corresponding changes in its courses.

From its headquarters at Chanute, the 3499th Mobile Training Group sent mobile training detachments all over the world to instruct men at their home bases. Skilled instructors went to the combat commands to familiarize technicians with new aircraft, engines, and equipment. These trav-

to be established at Sheppard AFB, Tex. In 1949, also, ATC launched a recruiting campaign to find technicians with teaching ability. In addition, it doubled the number of civilian instructors between July 1948 and June 1949.

The Years of Expansion, 1950-53

The Korean War and related events required an expansion of the training establishment and created new and more serious shortages in facilities and trained manpower. One shortage aggravated another, as the great demand for skilled technicians and flying personnel increased the need for training facilities.

Between May and August 1951, Air Training Command set up two new agencies, Flying Training Air Force (Fly TAF) and Technical Training Air Force (Tech TAF). This move, designed to decentralize training supervision, placed responsibility for graduating pilots, navigators, and radar observers on Fly TAF, with headquarters at Waco, Texas.

Flying Training

The undergraduate pilot training program in effect in July 1950 was designed to produce 3,000 pilots a year, but even this modest program had been reduced temporarily to 2,200 because of a lack of applicants with two years of college education. When the 95-wing goal was approved in January 1951, the Air Force thought it would require a pilot graduation rate of 7,200 per year by January 1952. For the 143-wing program, the Air Force made plans in the fall of 1951 to expand pilot training to a rate of 12,000 a year by 1956, but it did not quite achieve even the 7,200-per-year program.

As a first step, ATC contracted with civilian training schools for the early phases of instruction at 11 private flying stations. In addition, ATC operated 8 advanced fighter schools and two advanced bomber schools. Most of the new fighter pilots learned to fly jets, but early in the Korean War a shortage of jet trainers made it impossible to instruct the numbers needed.

After the war began in Korea, ATC took over most combat crew training, thereby relieving combat commands of much of their burden. During the first year of the war, the Air Force recalled to active duty a large number of reserve

navigators, bombardiers, radar observers, and other nonpilot flyers and gave them refresher training. In June 1952 aircrew training for the B-47 jet bomber began at Wichita AFB, Kan., close by the Boeing plant that produced the planes.

By the spring of 1952 it became evident that the Flying Training Air Force would be unable to do more than train basic flyers. Involved in the instruction of thousands of cadet pilots and navigators, Fly TAF could not give the close supervision needed to turn out finished crews. Nor could the combat commands take the time to prepare newly graduated flyers to work effectively as combat teams. Getting the men ready for combat became the task of Crew Training Air Force (Crew TAF), established at Randolph AFB in April 1952. By September 1952, Crew TAF was operating six bases and supervising the "post-graduate" courses in medium bomber, fighter, and interceptor operation, plus instrument training and gunnery.

By mid-1953 the Air Force had settled on a program designed to graduate about 7,200 new pilots a year through fiscal year 1956. To do this job, ATC operated 10 primary training stations, 8 basic and 9 advanced schools, and one pilot-instructor school. Pilots received three months of preflight instruction, six months of primary, five months of basic, and about three months of combat training. The first phase of primary training—flying in light planes—eliminated most of the deficient students before they reached the more difficult and expensive stages. Advanced or combat training, in which the young pilots made their transition to first-line jet aircraft, expanded greatly by 1953.

Aircraft observers—navigators, bombardiers, and radar specialists—offered the most problems. Largely because they had less opportunity to advance into command positions, observers left the Air Force faster than replacements could be trained. At the end of 1953, no improvement was in sight.

Basic and Technical Training

A great technical training establishment transformed raw recruits into aircraft mechanics, weather observers, electronics repairmen, and other specialists. Every new airman received basic military training from the Technical Training Air Force. From basic training, most went to technical

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Even before NCO training became the subject of intense study in the Pentagon, Headquarters Technical Training ~~Command~~ (TTAF) Air Force was taking action to implement an NCO training program. The TTAF, a subordinate headquarters of Air Training Command, was tasked with conducting all basic military and technical training in the Air Force. A letter from Headquarters TTAF to the 3700th Air Force Indoctrination Wing at Lackland AFB on May 28, 1952, stated that the general consensus throughout the command was that many of the NCOs assigned in the training and support elements at training bases "lacked minimum qualifications in leadership." The rapid buildup of the Air Force was expected to make the problem of untrained NCOs even worse. Technical skill, ability to instruct, and ability to handle administrative details were not enough to make a qualified NCO. Officials at Hq TTAF believed that the initial training that airmen received in basic military training was only the cornerstone upon which leadership qualities essential to the future NCO corps would have to be built.¹

A continuous program for leadership training was needed, to cope with the rapid turnover and replacement of personnel. Accordingly, Hq TTAF directed that each of its training wings initiate and establish an NCO leadership training program.

1. Hist, Lackland AFB, TX, Jul-Dec 1952, pp 94-95, which cites Ltr, Hq Tech Training Air Force to Lackland AFB, subj: NCO Leadership Tng, May 28, 1952.

**USAF ENLISTED HERITAGE HALL
GUNTER AFB, AL 36114**

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The course length was to be 60 hours, and instructional period were to be no longer than 2 hours each, with no more than four hours of training each week for each individual airman.¹

The Training Analysis and Development Unit at Lackland began work on the project June 6, 1952, and completed it August 5, 1952. Since no additional manpower or training facilities were authorized, classes were scheduled to enter each week for the first five weeks, and then every other week thereafter.²

The first class ~~XXXXXXXXXXXX~~ of 15 NCOs, representing six different organizations, ~~XXXXXXXXXXXX~~ started training ^{at Lackland} on August 5, 1952.³

After an introductory session, students received 5 hours of training on "Leadership in the Air Force," including the need for and scope of leadership, responsibility of command, and the ethics of a leader. The next 18 hours on ~~XXXXXXXXXXXX~~ ~~XXXXXXXXXXXX~~ "The Art of Leadership consisted of the principles of leadership and human relations. An important facet of this section was oral reports on outstanding leaders made by the students, which accented and analyzed the qualities that made them good leaders. The "Practical Problems in NCO Leadership" area was the longest, 25 hours, during which actual problems or situations were discussed, with each student taking charge

1. Ibid, p 95.

2. Hist, Lackland AFB, TX, Jul-Dec 1952, p 96.

3. Ibid, pp96-97 and Appendix G.

and leading the class discussion. The final 8 hours of training was used to research and prepare written reports on NCO leadership, which were then used by instructors and students during discussions and critiques.¹

1. Ibid, p 97. and Appendix G.

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The Strategic Air Command was also concerned about NCO leadership and management training. Major General John P. McConnell, the Commander of 7th Air Division,* directed the establishment of the first NCO Academy in the Air Force on November 3, 1952. The Academy, operated by the 3911th Air Base Group at RAF Station West Drayton, United Kingdom.¹

For the first two classes, the course was only 2 weeks long, and the class size was 12 students. The course curriculum consisted of 60 lectures on leadership, personnel management, drill and command, ground safety, and customs and courtesies. Requirements for students specified that they had to be 7-level master sergeants with excellent character, although technical sergeants could attend if master sergeants were not available. After the second class graduated, ~~a decision to modify the curriculum was reached, and the course was to expand to 3 weeks.~~ Students from other 7th Air Division bases also started to attend.²

The 3911th sent a representative to Munich, Germany, on December 8, 1952, to observe operations at the 7th U.S. Army's NCO Academy. A series of meetings with 7th Air Division training and manpower personnel followed, and the ^{Army} curriculum was revised and adapted for the NCO Academy at West Drayton.

1. MSgt Jerome E. Schroeder, "7th Air Division NCO Academy --Forerunner of Today's NCO Professional Military Education Program" (Historical Pamphlet, Jul 1, 1980), p 1 [hereinafter cited as Schroeder].

2. Ibid, pp 1-2.

* Became Air Force Chief of Staff in February 1965.

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Course planners decided to expand the course to 3 weeks, and increase the student load to 30 per class. They also developed the objectives of the 7th Air Division NCO Academy, which were stated as follows:¹

To provide NCOs with an effective approach to the solution of those problems encountered in leadership.

To prepare the NCO to project more effectively his queries, recommendations, and solutions while administering personnel management.

To develop command voice and bearing.

To foster a willingness to accept responsibility.

To instruct those essential techniques utilized to train personnel.

The following curriculum for the 22-day course, based on 6 hours of training per day, was developed:²

| | <u>Hours</u> |
|--|--------------|
| <u>Leadership and Command Department</u> | |
| Essentials of Leadership | 24 |
| Drill and Command | 6 |
| <u>General Subject Department</u> | |
| Ground Safety | 2 |
| Organization of the Air Force | 2 |
| AF Supply and Maintenance | 6 |
| Military Law | 5 |
| The NCO in England | 4 |
| <u>Personnel Management Department</u> | |
| Personnel Management | 36 |

1. Ibid, pp 2-3.

2. Ibid, p 3.

Instructor Training Department

| | |
|--------------------------------|-------|
| Public Speaking and Expression | 14 |
| <u>Miscellaneous</u> | |
| Opening Exercise | 1 |
| Guest Speakers | 7 |
| Commandant's Time | 2 |
| Graduation | 1 |
| | <hr/> |
| Total | 110 |

Like the ATC NCO Leadership School, the 7th Air Division had to start its Academy without funding, which restricted the growth of the school to available resources and materials. The first class of 22 students graduated from the expanded course on January 24, 1953. The second class heard the SAC Commander in Chief, General Curtis E. LeMay, speak on the importance of the NCO in today's Air Force at their Feb 13, 1953 graduation.¹

Headquarters SAC officially established the 7th Air Division NCO Academy at West Drayton when it published General Order 10 on March 9, 1953, to be retroactively effective to January 26, 1953.* The Academy continued to expand with the acquisition of more classrooms and a lecture room, and the curriculum increased to 150 hours. By mid-1953, class sizes had grown to 60 students, and students heard guest lecturers from the Royal Air Force.²

* Accreditation of the Academy, however, dates from March 1953.

1. Ibid, pp 3-4.

2. Ibid, p 4.

As the Air Force began the year 1953, it issued a new Air Force regulation on airman promotions, to be effective March 1, 1953. The regulation not only recognized the new grade structure that had been implemented in April 1952, but also expanded the delegated promotion authority to allow MAJCOM commanders to let their squadron commanders promote to the grades E-2 through E-4, which were now the non-NCO grades. It also removed the requirement to have a unit vacancy for promotions to E-3 and E-4.¹

Although all promotions had been temporary since the first of August 1951, the new regulation made promotions to E-4 and below permanent, while those to the grades of E-5 through E-7 ^{only} ~~continued~~ continued to be temporary. In fact, airmen who held temporary NCO grades were given the permanent grade of airman first class (E-4). The Director of Military Personnel at Hq USAF passed out promotion quotas based on Air Force-wide vacancies to the MAJCOMs for promotions to grades above airman third class (E-2), and raised the minimum time-in-grade requirements, as shown in the following table:²

1. AFR 39-29, Promotion of Airmen, Jan 2, 1953, effective Mar 1, 1953; and Hist, Dir of Pers Planning, Dep Chief of Staff/ Pers ~~xxxx~~ Index, Jan-Jun 1953, p 54.

2. AFR 39-29, Jan 2, 1953.

-----Table _____ -- Minimum TIG Requirements (1 Mar 1953)-----

| <u>For Promotion to:</u> | <u>Minimum TIG:</u> |
|---------------------------|--|
| Airman Third Class (E-2) | Upon completion of basic training or 4 months as E-1 |
| Airman Second Class (E-3) | 6 months as E-2 |
| Airman First Class (E-4) | 8 months as E-3 |
| Staff Sergeant (E-5) | 12 months as E-4 |
| Technical Sergeant (E-6) | 14 months as E-5 |
| Master Sergeant (E-7) | 16 months as E-6 |

One interesting feature of the regulation was that it allowed the ~~the promoting authority~~ the promoting authority to waive the time-in-grade requirements for promotions up through staff sergeant, if the airman's primary duty assignment was to an air crew position.¹

1. Ibid.

Chronological Listing of USAF Certified
Command Noncommissioned Officer Academies

(as of April 1981)

| <u>Base</u> | <u>Command</u> | <u>Certification Dates & Status</u> |
|--------------------------|----------------|--|
| West Drayton, UK | SAC | Mar 1953-Dec 1957 (closed) |
| Bergstrom AFB, TX | SAC (8th AF) | Mar 1954-Apr 1955 (closed) (moved to Westover AFB, MA) |
| March AFB, CA | SAC (15th AF) | Mar 1954-Mar 1966 (closed) |
| Barksdale AFB, LA | SAC (2d AF) | Apr 1954-Mar 1966 (closed) |
| Kirtland AFB, NM | AFSC | Jan 1955-Present (active) |
| Freising AB, GE | USAFE | Feb 1955-Apr 1957 (closed) |
| Westover AFB, MA | SAC (8th AF) | Jun 1955-Mar 1966 (closed) |
| Orlando AFB, FL | MAC | Oct 1955-May 1968 (moved to Norton AFB, CA) |
| McClellan AFB, CA | AFLC | Sep 1956-Jun 1970 (closed) |
| Wright-Patterson AFB, OH | AFLC | Jan 1957-Jun 1960 (closed) |
| Hamilton AFB, CA | ADCOM | Mar 1957-17 Jul 1973 (moved to Tyndall AFB, FL) |
| Otis AFB, MA | ADCOM | Mar 1957-Nov 1959 (closed) |
| Eglin AFB, FL | AFSC | Apr 1957-Mar 1958 (closed) |
| Norton AFB, CA | AFLC | Jun 1957-May 1959 (closed) |
| Bolling AFB, DC | HQ CMD | Jul 1957-30 Jun 1976 (transferred to MAC) |
| Goodfellow AFB, TX | ESC | Jan 1959-Present (active) |
| Langley AFB, VA | TAC | Jan 1962-Sep 1966 (closed) |
| Langley AFB, VA | TAC | Jul 1967-Jul 1975 (moved to Bergstrom AFB, TX) |
| McGhee-Tyson Aprt, TN | ANG | Jun 1968-Present (active) |
| Barksdale AFB, LA | SAC | Jul 1968-Present (active) |
| Norton AFB, CA | MAC | Oct 1968-present (active) |

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| <u>Base</u> | <u>Command</u> | <u>Certification Dates & Status</u> |
|------------------------|----------------|---|
| Robins AFB, GA | AFLC | Jun 1970-present (active) |
| Richard-Gebaur AFB, MO | AFCC | 1 Apr 1972-31 Sep 1977 (moved to Keesler AFB, MS) |
| Tyndall AFB, FL | ADCOM | 8 Nov 1973-30 Sep 1979 (closed) |
| Lackland AFB, TX | ATC | 14 Nov 1973-present (active) |
| Bergstrom AFB, TX | TAC | 1 Oct 1975-present (active) |
| Bolling AFB, DC | MAC | 1 Jul 1976-31 Dec 1976 (moved to McGuire AFB, NJ) |
| Kapaun AS, GE | USAFE | Oct 1976-present (active) |
| McGuire AFB, NJ | MAC (East) | 1 Jan 1977-present (active) |
| Kadena AB, JA | PACAF | 9 Mar 1977-present (active) |
| Keesler AFB, MS | AFCC | 1 Oct 1977-present (active --includes traveling teams) |
| Elmendorf AFB, AK | AAC | Nov 1977-present (active) |
| Tyndall AFB, FL | TAC | 1 Oct 1979-present (active) |

SOURCE: AFR 50-39, Noncommissioned Officer Professional Military Education and Civilian Initial Supervisory Training, Apr 17, 1981, Atch 9, p A-21.

Williford, MSgt Robert C. EVOLUTION OF THE ENLISTED GRADE STRUCTURE (1947-1957)

Chronological Listing of USAF Certified
Command Noncommissioned Officer Leadership Schools*

(as of April 1981)

| <u>Base</u> | <u>Command</u> | <u>Certification Dates & Status</u> |
|----------------------|----------------|---|
| Upper Hayford, UK | SAC | Oct 1953-May 1955 (closed) |
| Loring AFB, ME | SAC | Oct 1954-Feb 1965 (closed) |
| Fairfield AFS, CA | AFLC | Jun 1955-Dec 1961 (closed) |
| Lockbourne AFB, OH | SAC | Jan 1956-Feb 1965 (closed) |
| Westover AFB, MA | SAC | Jun 1956-Mar 1965 (closed) |
| Ramey AFB, PR | SAC | Aug 1956-Feb 1961 (closed) |
| Little Rock AFB, AR | SAC | Aug 1956-Mar 1966 (closed) |
| Brize-Norton, UK | SAC | Jan 1957-Nov 1959 (closed) |
| RAF West Drayton, UK | SAC | Jan 1957-Dec 1957 (closed) |
| McClellan AFB, CA | AFLC | Feb 1957-Jun 1959 (closed) |
| Harlingen AFB, TX | ATC | Mar 1957-May 1961 (closed) |
| Moody AFB, GA | ATC | Jul 1957-Apr 1960 (closed) |
| Pease AFB, NH | SAC | Jul 1957-Mar 1966 (closed) |
| Shaw AFB, SC | TAC | Jul 1957-Oct 1961 (closed) |
| Dyess AFB, TX | SAC | Aug 1957-Dec 1964 (closed) |
| Carswell AFB, TX | SAC | Sep 1957-Dec 1958 (closed) |
| Truax AFB, WI | ADCOM | Sep 1957-Feb 1964 (closed) |
| Tyndall AFB, FL | ADCOM | Sep 1957-Sep 1962 (closed) |
| George AFB, CA | TAC | Nov 1957-May 1958 (closed) |
| Lincoln AFB, NE | SAC | Dec 1957-Sep 1963 (closed) |
| Plattsburgh AFB, NE | SAC | Dec 1957-Mar 1966 (closed) |
| Whiteman AFB, MO | SAC | Dec 1957-Mar 1966 (closed) |
| Chanute AFB, IL | ATC | Jan 1958-Jan 1961 (closed) |

* Originally known as NCO Preparatory Schools.

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11 Feb 93

AIR FORCE ENLISTED PME SUPPORT CENTER
CPD/PM Maxwell AFB, AL 36112-5712
DSN 493-6444/2576 FAX 493-6428

TO: AU/CC

Thanks, Joe.

Sir,

Developed two talkers addressing
Corona South, (Enlisted PME) issues
we discussed last evening. Just as
a centralized curriculum was discussed
for many years before fruition, so
have we discussed aligning enlisted
PME schools under one command. There
are many benefits to doing so and I
believe that if we don't do it now, we
surely must in the future. If we
regress and allow MATCOMs to
only/primarily let "their" students attend
"their" academies, the MATCOMs
not owning academies as well as
FOAs/PRUs/etc. will have to compete
for quotas (limited). Not good when
attendance required for promotion.
I stand ready to discuss further.

V.R. Joe Moz

TALKING PAPER

ON

NCO ACADEMY OPTIONS

AETC manages NCO Academies at Lackland, Goodfellow, Tyndall, Gunter, Keesler, + 1 TBD (PACAF/USAFE manage their own)

- Pros

- next logical step after centralizing curriculum development
- 1 base, 1 boss concept not violated
- enhances image of enlisted PME in education arena
- enhances management of instructional programs
- functionally aligns PME under AETC/AU as training is now aligned under ATC and as officer PME is aligned under AU
 - places all education/training policy under one commander
 - closely aligns education/training functions to more efficiently meet YOT objectives
 - ALSs could also be owned by AETC just as Field Training Detachments (FTDs) are now owned by ATC
 - eliminates about 15 enlisted PME positions at MAJCOMs
 - produces synergistic effect between all levels of PME and first sergeant academy
 - allows for centralized funding for major projects like upgrading technologies, etc.
 - centralized funding/management of student quotas
 - centralized hiring/staffing of faculties
 - manpower assistance between academies beneficial
 - assures a degreed faculty is achieved/maintained to meet requirements of ATC P-Plan 3-90
 - centralizes instructor training/faculty development
- reduces number of schools affiliated with CCAF; save administrative time, etc.

CMSgt Macaluso/CPD/PM/3-6444/10 Feb 93

- all instructional program policies/procedures centralized
 - no conflict or variation between MAJCOMs
 - in line with standardized enlisted PME policy
 - accelerated curriculum development/implementation
- MAY allow closure of PACAF/USAFE academies
 - procedures may be developed whereby students attend prior to transferring overseas
 - procedures may be developed for those who become eligible while overseas to attend after returning CONUS
 - using assets from CONUS academies, traveling teams could conduct courses for mandatory eligibles overseas (once/twice a year)
 - SPACE COMMAND now doing same in Australia
- frees-up facilities/dormitories at bases where NCOAs close
- even if these aren't the right bases/number of academies many of the pros still apply
- reducing number of academies would eliminate a significant number of manpower positions at schools that close
- CON
 - formalizes the elimination of MAJCOM uniqueness in PME
 - may not be enough "seats" at so few academies
 - increased travel/per-diem/TDY costs: offsets?
 - if AETC owned ALSs, it will violate 1 base, 1 boss concept
 - eliminates O & M money being used to enhance facilities
 - AETC bases with NCOAs may close in future
 - if the 1 TBD academy is not on AETC base will cause conflict between command ownership, or violate base/boss concept

CMSgt Macaluso/CPD/PM/3-6444/10 Feb 93

TALKING PAPER

ON

NCO ACADEMY OPTIONS

Placing an NCO Academy and an ALS at each base

- PROS

- eliminates travel/TDY/per-diem costs
- AU curriculum development not affected
- eliminates manpower positions at MAJCOM headquarters
 - quota distribution/management done at base level
- allows NCO Academy to become resident versus in-resident
 - eliminates dormitory needs at 16 bases
- reduces stress of being away from family
- allows commanders/supervisors to attend graduations
 - large dollars currently spent on this
- allows speakers to address local issues affecting students
- reduces manpower for AFSC 99605 (academic instructor)

- CONS

- reduces prestige/credibility academies now have
 - cannot put a Chief as commandant of each NCO Academy
 - students don't view the importance of base schools
- AU must reproduce/distribute more copies of curriculum
 - collection of data from field increased
 - increases potential for test compromise
 - mailouts/phone/fax traffic increases

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- faculty proficiency reduced because of fewer classes a year
 - experience level of staff reduced based upon in-house training
- less diversity among student body hurts synergism
- impacts a large number of TSgt/selectees at one time
 - could impact mission accomplishment at that base
- greater risk of diluting standardized program
 - possibility of curriculum creep between PME levels
 - possibility of base needs entering course
 - taskings from base pull instructors from PME duty
- increases manpower rank/experience level
 - concurrent schools require TSgts and MSgts for staff to preclude SSgts teaching TSgts
- selection process
 - possibility of reduced qualifications of staff based upon manpower availability at base level
- effects of CCAF accreditation
 - possibility of losing accreditation based upon greater likelihood of non-degreed staff
 - increases time required for affiliation visits at each location/increases TDY cost for affiliation

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Mirroring, Application Level and Affective
Domain, In-Residence Training Utilizing
CD-ROM Based Distance Education



Designing a Course on the World Wide Web



Save 28% of Courseware Development Time:
Eliminate Authoring



Multimedia Techniques
to Teach Mechanical Skills

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Mirroring, Application Level and Affective Domain, In-Residence Education Utilizing CD-ROM Based Distance Education

by Leslie E. Amidon and Frank A. Mileto

ABSTRACT—This article details the in-house development of Course 00005, SNCOA Multimedia Distance Education Course. Directed by Headquarters United States Air Force, Course 00005 was developed to prepare eligible students to operate at the application level of understanding in the areas of Communication Skills, Leadership Planning, Behavior Analysis, Human Resource Development, and Organizational Management as applied to the United States Air Force. Additionally, Profession of Arms related material was presented to bring the student into the affective domain. Topics related to the project that are covered in this article include: a course description, development issues, and lessons learned.

Introduction

Recent years have seen a dramatic drawdown in military personnel and funding. This has precipitated a need to prepare the United States Air Force's senior enlisted personnel, as well as civilian employees, in management positions, for increased leadership responsibilities while at the same time reducing the costs associated with this preparation. Course 00005, the Senior Noncommissioned Officer Academy (SNCOA) Multimedia Distance Education Course, helps fill this need by providing an exportable interactive quality education program focused on the needs of the adult learner in the military environment. In this article, we provide a course description of Course 00005, dis-

cuss some of the inherent development issues, and detail some lessons learned during Course 00005 development and fielding.

Course Description

Course 00005 was developed by the Interactive Courseware Development section of the College for Enlisted Professional Military Education (CEPME), Maxwell AFB, Gunter Annex, Alabama. This course was designed to mirror the educational level and experience of students attending the 7.5 week duration in-residence SNCOA course. This entailed presenting many of the Course 00005 learning objectives at the application level. At this level of the taxonomy, students are asked to take the concepts and principles formed at the comprehension level and put them to use in situations (case studies/scenarios) new to them.

Learning objectives are presented at the beginning of each lesson ensuring students have a clear concept of the prime focus of the lesson. These objectives incorporate behavioral terms indicating how the student is to achieve the knowledge level. These terms include: define, describe, identify, label, list, match, name, outline, reproduce, select, and state. Along with each objective, we included Measurable Samples of Behavior (MSB) to help the students focus their study. For our use, an MSB is defined as a statement specifying the "observable" behavior the student should be able to demonstrate at the end of the lesson.

Course Content

Course 00005 consists of sixty (60) lessons, divided into six sub-courses including Profession of Arms (not testable), Leadership Planning, Behavior Analysis, Human Resource Development, Organizational Management, and Communication Skills. Initially, these courses must be completed in succession. Later, they can be randomly accessed for study or reference. A breakdown of each sub-course follows.

Profession of Arms. After completion of this course, students are capable of explaining how unit-level duties fit into the larger context of joint operations in support of national policy. The student further becomes knowledgeable on the heritage and history of the enlisted corps. Also, students expand their knowledge of the roles of other service components and how the Guard and Reserve forces fit in the "big picture." Subjects included are Logistics, Doctrine, Strategy, and Space Operations, and the perspectives of General Officers, the current and former Chief Master Sergeants of the Air Force, and former prisoners of war. Surveys are included at the beginning and end of this course to record changes in the affective domain.

Leadership Planning. This course presents lessons, that improve the student's ability to reach organizational goals and remove barriers to goal accomplishment through proper application of resources and Total Quality Management theory. Lessons included in this area are Time Management, Team Building, Quality Tools, and Problem Process Analysis.

Behavior Analysis. This course provides a deeper understanding of human behavior. Leaders need to know why subordinates act and react in the ways they do. With lessons examining behavior from different perspectives, the student develops a greater appreciation of the diverse patterns of behavior displayed by subordinates. The eight lessons in this area are Self-Concept, Values, Stress Management, Interpersonal Relations, Substance Abuse, Perspectives on Social Initiatives, Transactional Analysis, and Personal Profile System.

Human Resource Development. In this course, the student is provided alternatives to improve the overall performance of subordinates. Material in this area helps the student understand when to provide supervision and motivation, to whom to provide it, how much to provide, how often to provide it, and by what method it should be delivered. The five lessons are Situational Leadership, Contemporary Motivation, Power, Developmental Cycle, and Performance Counseling.

Organizational Management. This course takes a broad view of the organization. Today's level of quality can not be maintained as a status quo for tomorrow with our rapidly changing environment. Students learn how to be proactive and positive in their leadership roles during restructuring and constant change by applying these four lessons: Organizational Design, Organizational Norms, Managing Change, and Managing Conflict.

Communication Skills. This course exposes students to developmental lessons designed to aid an understanding of how effective communication skills enhance leadership ability. Instruction is provided preparing the student to compose and organize both written and spoken communications, develop effective paragraphs, support assertions, and edit written communication.

Testing

After completion of each testable sub-course, the student's knowledge is evaluated through both formative and summative testing. The purpose of formative examination is to provide the student, as well as curriculum program managers, feedback on the strengths and limitations of the instruction and the student's achievement. Formative exercises provide immediate feedback support and rationale for each student response. Summative examinations (for a grade) are based on the same educational objectives as the formative exams. However, this does not mean that the tests are exactly the same; it just means that two tests were developed in each area using the same lesson material and measuring the same desired behavior. Data from the summa-

tive examinations is sent via file transfer protocol (FTP) to the Extension Course Institute (ECI) for course tracking and history.

Students have 12 months from the date of enrollment to complete the course and must maintain an 80% or better average score (average of all five sub-courses) for Course 00005.

Eligibility

Enrollment in Course 00005 is open to the following categories.

- Active Duty Air Force, Reserve, or National Guard NCOs/Petty Officers of any US Military component in the grades of E-7 (to include those selected for promotion) and above
- Reserve Personnel in the grade of E-6 assigned to an E-7 slot in the Air Force Reserve are eligible to enroll with the approval of the MAJCOM Functional Manager. (HQ AFRES/DPTS)
- US Civil Service employees occupying a management position and serving in the grade of GS-6 or above and equivalent WG, WL, and WS employees

Technical

Course 00005 is delivered via a three CD-ROM set. The student receives two CD-ROM disks with all necessary runtime files, course files, and drivers needed for the course. The supporting education office (testing center) is provided one CD-ROM disk which includes all the necessary runtime files, Controlled Material test files, and drivers needed for test administration, and transfer of answers and scores using FTP.

Disk Breakdown. A breakdown of the file numbers, types, and sizes for all three CD-ROM disks (inclusive) is as follows:

- Total files (number): 3,584
- Total files (bytes): 1,059,487,503
- Total audio files (number): 2,619
- Total audio files (bytes): 643,624,474

The student also receives two blank high density 3.5" floppy disks for use in student data and test data tracking.

Authoring System. Course 00005 was authored exclusively in Asymetrix's Multimedia Toolbook 3.0a (CBT version) Extensive additional coding was developed, above and beyond the built-in widgets, in Asymetrix's programming language "Open Script." This course was developed totally in-house by 37 developers and required 30,000 production hours to complete. Based on a factor of 150 student educational contact hours we derived a ratio of 200/1 (production hours/contact hours) meeting or exceeding current industry standards for this type of development.

Hardware/Software Requirements. Because of the multimedia requirement of Course 00005, the minimum system requirement is fairly robust. Minimum hardware/software requirements for this course include:

- CPU: 46SX-33MHz
- RAM: 8 Meg
- CD-ROM: 2X
- Hard Drive: At least 20 Meg free
- Sound Card: 16 Bit
- Video Card: 640x480x256 colors
- Speakers: Yes (or headphones)
- Windows: v3.1, v3.11, NT, or 95
- DOS: v5.0 or later

Features/Tools

Course 00005 is a total interactive distance learning environment. Some of the features included are as follows:

Interactive glossary. An interactive glossary of pertinent terms is provided. The student is allowed to search alphabetically for a particular term or by using a search feature. Upon selecting a term, the student is presented with the definition of term, selected hotlinks to associated terms, and the source of the definition. Exiting the glossary returns the student to his or her previous location.

Online help. Context sensitive help is available via mouse or function key input. Topics include: sign-on and registration, use of the student data disk, navigation tools, menus, glossary, the search function, use of the student notebook, use of the escape key, various cursors, testing procedures, and information about Course 00005. The ReadMe file on the CD-ROM is also accessible through the online help. Exiting the Help returns the student to his or her previous location.

Navigation Search Engine. A mouse accessible navigation search engine helps in the review process. This hyperlinked menu (in outline format) provides the student a quick and easy manner of navigating to the menu of any completed area of the course.

Function key support. Function key support is provided for major features of the course. These features include: accessing online help, navigation to the menu of the current subject area, navigation to the next higher level menu in the course hierarchy, backup of student data files, navigation to the Course 00005 main menu, and exiting the course.

Online reference library. An online reference library is provided giving the student access to 64 resource items including book excerpts, pamphlets, professional papers, etc. These references are available via mouse input through a reference menu system or as an integral part of the lesson flow. The student can print all reference materials by clicking on them with the mouse.

Printable fields. Many of the text fields in the course are printable. The student can print the text in these fields by clicking on the field with the mouse.

Student data/progression tracking. All actions taken by the student are recorded for later progress tracking and analysis. This includes the date/time/location of any navigation, any survey results entered, all answers and scores of online quizzes, student notes, student demographic data, bookmarks, highest level completed, return locations from student tools, and the location of the last page visited. This data is recorded on one of the 3.5" data disks allowing the course to

be administered on more than one computer (i.e. home computer and work computer).

Hierarchical Menu System. Course 00005 is completely menu driven. As the students proceed they access lower levels of the menu structure. At any time, the student can access the menu of the subject area they are currently in, or they can backup to the next higher menu level. Each menu item provides a visual indicator of the status of the underlying material to include:

- not available-prerequisites not met
- available-not started
- available-started
- available-completed

This forces the student to follow a predefined default path through the course but allows full flexibility in reviewing any material already completed.

Case Study (scenario driven). Course 00005 provides an up-front case study for each of the testable areas. Throughout the lesson, the subject information is referenced to the principles applied in the case study. At the conclusion of a testable area, a wrap-up case study is provided to illustrate how the presented material relates to the case. It is extremely important for students to understand this paradigm because they will be evaluated on their application of the principles of the lesson against a different case study in the formative and summative exams. The case study is available throughout the lesson via a mouse click and can be printed for ease of reference.

Computer-based testing. All testing of Course 00005 material is done on the computer. Each possible answer is assigned a weight as to its validity. Students select the answer that is most appropriate and are then provided, after the test has been scored, feedback as to the most correct response and the rationale for it. The student is also presented the score of the exam just completed as well as how it affects the highest possible course average.

Challenge by examination. Many students taking Course 00005 have extensive related knowledge of the principles and concepts provided in the course. To better serve the adult learner, we have built in the ability to challenge by examination each of the testable subject areas. Students having a good understanding of the material may take a bypass test freeing up the next area of the course. This action is recorded in the students' data files and they, as adult learners, accept the responsibility for these scores as well as the implications.

Bookmarking. A bookmarking feature allows the student to record a specific location for revisiting at a future time. Upon entry into the course, a registered student is asked if he would like to return to a previously bookmarked area. If the answer is yes, the student is branched to the location stored in the bookmark feature.

Notepad. A notepad is provided on each screen of the course. Any saved notes stay attached to the screen for future reference until deleted by the student. The notepad also allows each note to be printed. Additionally, all saved notes are available in text-only format via a single file. This file provides the location where each note was taken along with the text of the note.

Development Issues

Development of Course 00005 was directed by the Chief of Staff of the Air Force to mirror the in-residence senior noncommissioned officer academy course as closely as possible. This required the conversion of 236 hours of instructor contact hours to 153 hours of computer based training. This section will discuss some of the development issues encountered to include production timeline, training, storyboarding, equipment required, costs associated with the project, and the availability of student equipment platforms for taking the course.

Timeline

An initial assessment of the project forecasted 16 months to complete the project

with 11 in-house personnel. Actual development time spanned 10 months starting 1 Nov 95. The first student was presented the course on 1 Oct 96. The reduced time line resulted from an additional 13,000 trainees being eligible for the course as of 1 Oct 96.

Training

Software training was done in-house for a limited number of courseware developers. Other courseware developers with prior software experience were brought in to supplement the development effort. Additional training was provided by instructional designers to facilitate the use of standards and conventions in the development effort.

Storyboards

Storyboarding and flowcharting training were completed early in the project. Classroom instructors and curriculum developers familiar with the classroom presentation of the curriculum were enlisted to develop the lesson storyboards. All storyboards were reviewed for academic integrity by the CEPME curriculum development staff. This quality check ensured all lessons supported the educational objectives and measurable samples of behavior.

Development equipment

The project required the use of approximately 30 PC desktop computers of which more than half were fully multimedia capable. Other specialized equipment included audio/video/graphics capture/editing software, CD-ROM recording, and a local area network for file transfer, storage, and manipulation.

Costs

Costs associated with the production included manpower costs, the cost of mastering/mass producing the CD-ROM disks, and the cost per student.

Manpower costs. During production of Course 00005, the staff of the interactive courseware section grew from three to 37. Most of this staff was not available for the full project, but only the final two

months. Personnel utilized were of various pay grades from Senior Airman to Lieutenant Colonel. Total personnel cost for the project was \$915,000.00.

Mastering/mass producing the CD-ROM. The first pressing of Course 00005 was 6,700 sets. The cost associated with mastering the disks and mass production was \$21,000.00.

Cost per student. The cost to put the full course in each student's hand is approximately \$10.00 for the CD-ROM Course. This includes the cost of mastering and replication of the CD-ROMs, packaging, postage, and copyright release. This is significant as the paper-based version of this course is \$48.00 per student in hand.

Availability of Multimedia Platforms

A recent survey of the students attending the SNCOA in-residence (Class 97-A) indicated a wide base of available platforms for this type of course delivery. Of the 365 students, 206 (56%) own a multimedia capable machine. When asked how many have access to a multimedia capable computer, 331 (91%) indicated they have access through their job, the base library, base education office, or home. While this is a small sampling, we find each class to be a good cross section of the senior noncommissioned officers in the Air Force.

Lessons Learned

During the development of Course 00005, we learned many important lessons. For the purpose of this article, we will only list what we found to be the most crucial — the development of a course structure, team development, and media management.

Structure

For a computer managed course such as Course 00005, the structure of the course must be established early in the development process. Early freezing of the course structure allows a thorough development of the course template which significantly shortens the development process. In order to track the student through the course and provide a variety

of student assistance functions, a lesson template was developed over the opening months of the project before the first lesson was developed. The hierarchical structure of the development software allowed new features to be added up to close of the project.

Team Development/Training

Development and maintenance of the courseware team was critical to the success of the project. Probably the most important factor was early training for all members of the team. The software development members should receive training first to ensure they have adequate time to familiarize themselves with the capabilities of the authoring tools. Storyboard developers should also receive training on the development software so they can be aware of its capabilities and incorporate these features in the lesson storyboards.

Media Management

Media management was critical to timely development. Media requirements should be identified as early as possible to ensure availability at coding time. Media specialists need to work closely with curriculum managers, storyboard specialists, and software developers to ensure the media meets the need of the lesson.

File Management

File management allows orderly flow of data to the courseware developer so that the latest versions of numerous files reach the courseware developer. Integrating all these files into the final version of the course can be a monumental task. Course 00005 consists of 547 lesson files and 2,619 media files. A consistent file structure among developers goes a long way toward optimizing the final integration.

Though the development of a lesson template greatly simplified the presentation standard, it was still necessary to clearly communicate the screen standards to all developers to ensure a uniform product.

Summary

In this article we have provided a brief look at Course 00005, the Senior Non-commissioned Officer Academy Multimedia Distance Education Course. We briefly discussed some development issues and finished with a look at what we consider to be the most important lessons learned during the project.

Closing Comments

This course has broken new ground by attempting to mirror in-residence, application level instruction in a multimedia interactive format. Since its fielding on 1 Oct 96, we have seen an unprecedented number of students requesting the course. Our current enrollment of over 8,400 students required us to contract for a pressing of 6,000 more CD-ROM sets. This is the first time we have ever witnessed a student population excited to take a correspondence course. Version 2.0 is scheduled for release 1 Aug 1997. One final note: on 13 Dec 1996, we learned that an evaluation for community college credit had been completed on Course 00005. Students who complete the course satisfactorily are summarily awarded 9 hours of college credit through the Community College of the Air Force.

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MSgt Mileto's qualifications include a Bachelor of Science degree in Human Resource Management, an Associate of Applied Science in Instructor of Technology and Military Science, an Associate of Applied Science degree in Interpreting and Translating (Polish), 6 years as a Polish linguist, 2 years as a project acquisition manager, 4 years as a professional military education instructor, and 4 years as an interactive courseware instructional designer/developer.

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Homepage: <http://www.au.af.mil/au/cepme/college.htm>

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